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ABSTRACT

Institutional library services for staff and residents are examined for agencies within the Department of Institutions, Colorado State Library. Data about use, library and audiovisual services, user satisfaction, facilities, staff, and budget were collected through several questionnaires: an open-ended, preliminary questionnaire: institutional library and audiovisual services survey questionnaires: an institutional staff library survey. Results obtained from data analysis of user satisfaction and of quantity/quality of collections, are presented separately for staff libraries and resident libraries. Recommendations and conclusions for staff libraries and audiovisual services are discussed in terms of library collections, quality of service, budget, compliance with national standards, and user satisfaction. Problems and inadequacies are cited, following a summary discussion of some individual libraries. Findings for resident library services are presented in the format listed above for staff library services. Operational and service objectives are suggested for individual staff and resident libraries. Appended are maps showing institutions in Colorado and the questionnaires used in the study. (SW)

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FEASIBILITY STUDY ON INSTITUTIONAL LIBRARY SERVICE

FINAL REPORT

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CHAPTER I

INTRODUCTION

A. Goals and Objectives of the Study

This project involved a study of library services to both staff and residents in agencies of the Colorado Department of Institutions. The study was sponsored by the Colorado State Library and funded through the Library Services and Construction Act (LSCA). Agencies from the three divisions of the Department of Institutions were involved. These divisions provided care and treatment facilities for: 1) the emotionally disturbed, 2) the developmentally disabled, and 3) youth under correctional supervision. This study was guided by the following goals which were set forth by the Colorado State Library:

1. To develop study and evaluation formats and procedures.
2. To determine current library services provided by each state institution in the Department of Institutions.
3. To identify institutional agencies not currently served by libraries.
4. To determine staffing patterns and overall cost of providing adequate library services to each institution in the Department of Institutions.
5. To file a final written report with the contractor's recommendations.

These goals were carried out by the contractor with the support of the Planning and Evaluation Unit of the Department of Education in addition to support from State Library personnel. The following study objectives were developed by the contractor to carry out the goals of the study:

1. To develop a quantitative profile of each of the institutional libraries and/or agencies presently served by the Colorado Department of Institutions.
2. To develop a qualitative profile in relation to the services and program provided by each library.
3. To measure the degree of quantity and quality of the institutional libraries and/or materials services in relation to:
    a. National standards for institutional libraries.
    b. Services most needed.
    c. User and non-user attitude and need satisfaction/identification.

4. To make recommendations and suggest alternative courses of action regarding the financial and service obligations inherent in Colorado State Library Service to institutional libraries.

5. To predict implications of State Library service to institutional libraries in the Colorado Regional Library System, and for other institutions presently without library service.

B. The Role of the Library in the Institution

Today's libraries offer access to knowledge, entertainment, education, and artistic expression in a variety of formats--recordings, films, slides, transparencies, filmstrips, models, art prints, microformats--as well as books and other printed resources. Libraries provide access to a variety of materials, which reflect the richness of universal human knowledge.

Libraries have long been regarded as having a positive effect on society--as have books and reading on the growth and development of the individual. This value of libraries to society is also supported by a Gallup survey (Eberhart, 1976) which noted that not only users of libraries, but non-users as well, held generally favorable attitudes toward libraries. In addition, many famous people have given testimony as to the important role books played in their formative years (Powell, 1958; Waples, 1940). Thus, the information found in libraries provides the foundation for both initial and lifelong learning patterns.

A concern for library service to institutions, however, is a comparatively new phenomenon in society. The importance of books and reading along with other media services in such settings is only now being explored. Wineman (1969), for example, noted that how:

> . . . things or ingredients interact with each other and with staff roles and their resultant total influence on residents is one of the most seriously neglected issues in institutional management (p. 1088).

Although there is little evidence to suggest exactly how library services affect individuals in institutions, there are some related factors from which inferences may be drawn. For example, Merriam (1973) provided a Legal Bibliography of cases pertaining to the rights of the retarded, the mentally ill, and prisoners. Although the cases cited do not specifically refer to "libraries," they do indicate that in many instances the courts have ruled in favor of resident rights to be educated and to have free access to information, especially legal materials.

In addition, staff and administrators involved in care and treatment programs who were interviewed for this study indicated that the improvement of language and reading skills were important factors in the treatment of many residents. Committed youth, they observed, tended to read considerably below grade level. And finally, a number of writers (Barley, 1969; Carrick-Smith, 1976; Debes, 1972) believe that such developmental reading problems are best challenged through the use of a wide variety of learning materials and experiences--materials normally available in the best of school libraries.

Access to information, a wide variety of materials formats, support services for both therapy and education, are some of the ways in which libraries may serve residential care. Providing information on current treatment practices and support for educational and in-service training programs are some of the ways that libraries can serve staff responsible for resident care. This study was undertaken, then, in the assumption that quality library service to institutions will, when adequately performed, make a positive contribution to the treatment and rehabilitation of many residents. This study further assumes that free access to information is the right of all individuals, whether they are within the mainstream of society or not. The courts have in many instances (Merriam, 1973; Rubin, 1973) supported this latter concept as a constitutional guarantee.

C. Background of the Study

Library service to residents in state institutions has long been recognized as a need in Colorado. In the past, State Library used money from its own book budget to purchase resources for institutional libraries. State Library personnel have long been involved in the organization and evaluation of such collections. In 1963 the Colorado Revised Statutes, Section 84-1-6 (2) and (5) gave the State Librarian the legal authority to establish, maintain, and operate libraries in the penal, correctional, charitable, and medical institutions operated by the state. He/she also was given responsibility for the improvement of all types of libraries throughout the state.

In 1967 Title IV-A of the Library Services and Construction Act (LSCA) provided matching federal funds for library programs to institutions, and the State Library was able to initiate a definite program for the establishment and improvement of institutional libraries. However, this program suffered as well, according to a former State Librarian (Meeks, 1972), because sufficient matching funds were not provided at the state level to allow full implementation of the federal program.

Today, institutional library service has improved only slightly. For the fiscal year 1977, state institutions received approximately $120,000. in federal funds through LSCA Title I and seventeen percent of all such federal money. This expenditure compares favorably with the approximately $54,000 and thirteen percent of the total budget for 1973. However, allowing for the high rate of inflation during this period, the increase is in reality, small. Such improvement should be viewed primarily in relation to the fact that institutional libraries are now receiving four percent more of the total allowable for federal monies than before.

Currently, the State Library employs, with state funding, two full-time institutional consultants: one who works with library services to adults and one with children and adolescents in institutions. In addition, the Colorado State Legislature approved a new librarian position for the State Penitentiary and allocated additional money for materials in 1974. In summary, State Library provides library services and administers state and federal money for the following institutional library services: The Library for the Blind and Physically Handicapped, penal library service for Department of Corrections, programs for the aged to the Department of Social Services, and library materials and services to Department of Institutions. This study, however, is concerned only with library service to the three divisions within the Department of Institutions.

The need for the present study was precipitated by a desire to provide better institutional library service and to more efficiently manage financial expenditures on the part of both State Library and State Department of Institutions. As far back as 1967, the Colorado Plan, 1967-68 for the expenditure of LSCA funds, called for the expansion of existing library services to state agencies and recommended a number of actions, including a survey of existing library services to institutions. Nearly ten years later, Theda Kellner, Coordinator for Library Services to Institutions, in a memorandum to Richard Ross, Associate Director, Department of Institutions, May 27, 1976, addressed several topics of concern. Once again a needs assessment for institutional library service was noted. In addition, Ms. Kellner also observed that the relationship between the Department of Institutions and State Library was informal and lacked clear delineation. She stated that a more precise working relationship could be a means to facilitate the improvement of library services to institutions. Both State Library and Department of Institutions submit budget requests to support institutional library services. This duplication of effort was not viewed as in the best interests of the residents, nor the most efficient way to plan and implement library expenditures for institutions.

Finally, there has been a relocation of some 233 state employees from the Denver area, where there had been easy access to State Library materials, to Fort Logan Mental Health Center in Englewood. State Department of Institutions and its major divisions are included in this group, and there is concern about library services for these state employees in their new setting.

No comprehensive study of institutional library services has been undertaken in the state, although there have been some in-house assessments by the State Library Field consultants. In 1973 a major survey of citizen attitude toward public, school, college and special libraries was conducted by Colorado Market Research Services, Inc. for State Library. One measure of library quality is its evaluation by those individuals served, in addition to the more traditional measures of library holdings and services. It is as reasonable to expect that such measures would hold true for institutional library services as for others. Institutional libraries, however, were not included in this report. A survey of institutional library services was long overdue; agencies within the Department of Institutions--the optimum place to initiate such study.

D. The Department of Institutions Division Services

Three divisions within the Department of Institutions were involved in this study: The Division of Developmental Disabilities, The Division of Mental Health, and The Division of Youth Services. These three divisions maintain both community based programs and treatment facilities for individuals who have been committed to institutional treatment and care. There was no attempt to include the community based programs in this study; however, in the Division of Developmental Disabilities these programs may represent an area of need that is presently not served by State Library resources. A brief description of the institutional programs within each of these three divisions of the State Department of Institutions follows below:

1. Division of Developmental Disabilities.

This division provides three State Home and Training Schools and twenty-two Community Developmental Centers. The State Home and Training Schools are 24-hour residential facilities for developmentally disabled clients affected by mental retardation, epilsepsy, cerebral palsy, autism and other neurologically handicapping conditions. These three schools are located in Grand Junction, Wheatridge and Pueblo. They serve approximately 1,572 residents annually and employ about 1,421 member staff. The Community Programs, which were not included in this study, serve a population of around 4,000. A map showing the location of each of these programs is included in Appendix A.

2. Division of Mental Health.

The primary purpose of this division is to provide a wide variety of inpatient, partial hospitalization, outpatient, and other mental health treatment programs to all citizens of Colorado. Mental health services areprovided for children, adolescents, adults and elderly persons. The program structure includes programs in adult psychiatry, forensics, alcohol and drug treatment, geriatrics, child and adolescent treatment, as well as general hospital and medical care.

There are two main treatment centers for mental health care. They are Fort Logan Mental Health Center, located in Englewood, and the Colorado State Hospital in Pueblo. There are also a large number of community Mental Health Center Clinics operated throughout the state.

3. Division of Youth Services.

This division provides two basic programs. One program is for youth who must be placed in physically restricting facilities pending court disposition or execution of a court order. There are six such Regional Detention/Diagnostic Centers. Second, the division also provides programs of care, education, training, treatment and rehabilitation for youth committed to the Department of Institutions as Delinquent Children or Children in Need of Supervision. There are four treatment facilities for Committed Youth in this longer term program.

Four of the Regional Detention Centers are located in or near the Denver area: Adams at Brighton, Arapahoe in Englewood, Gilliam in Denver, and Jefferson in Golden. Zebulon Pike Center is located in Colorado Springs, and the sixth center is located in Pueblo. The four Treatment Facilities are as follows: Lathrop Park Youth Camp at Walsenberg, Lookout Mountain School, and Golden Gate Youth Camp, both in the Golden area, and Mount View School in Denver. The primary purpose of these agencies is to treat, rehabilitate, and train persons between the ages of 10 and 18 who engage in criminal or antisocial behavior. A map showing the location of each of these centers is located in Appendix A.

E. Library Service to The Divisions

Within these three institutional divisions, there are two types of libraries: staff libraries--that is, those libraries which serve the staff and professional personnel associated with the institutional operation, and resident libraries--or those libraries which serve individuals within the care of the institution. There were a total of three staff libraries and fifteen resident agencies included in this study. The three staff libraries are located as follows:

Fort Logan Mental Health Center - Denver.
Colorado State Hospital - Pueblo.
State Home and Training School - Wheatridge.

In addition to each of the above staff libraries, there are also separate audiovisual programs in each of the three institutions named above.

Most of the residential facilities, but not all, did not have a separate library operation. Evaluation for agencies without library facilities was carried out based on materials services rather than actual library services. Resident treatment faciltities which were included in the study are as follows:

- Division of Developmental Disabilities:
  - State Home and Training Schools:
    - Grand Junction
    - Pueblo
    - Wheatridge

- Division of Mental Health:
  - Fort Logan Mental Health Center:
    - Children's Treatment Center
    - Adolescent I Program
    - Adolescent II Program
    - Colorado State Hospital (CATE)
    - Adult Library
    - Children's/Adolescent Library

- Division of Youth Services:
  - Regional Detention/Diagnostic Centers:
    - Adams County Juvenile Detention Center
    - Arapahoe County Evaluation Center
    - Gilliam Center
    - Jefferson County Youth Center
    - Pueblo Detention Center
    - Zebulon Pike Detention Center

- Treatment Facilities:
    - Golden Gate Youth Camp
    - Lathrop Park Youth Camp
    - Lookout Mountain School
    - Mountview School

F. Chapter Summary

Today's society is more concerned with the humanistic treatment of individuals than possibly at any other time in the history of the United States. In the 60's and 70's this nation experienced riots and marches and suffered the assassination of leaders in the name of human rights and dignity. As a result people have come to live in a more therapeutic than punitive society. People want to believe that what is happening in institutions is treatment and rehabilitation, not a captor-captive relationship. Thus, the present concern for improved library services to those in the care of the Department of Institutions, that is, the mentally disabled, the emotionally handicapped, and youth in corrections, is a most fitting action for the Colorado State Library to undertake at this time.

The remainder of the Final Report is organized as follows: The second chapter deals with the methodology of the study and includes information on the plan of the study, the activities and time period over which they were carried out, the questionnaries, or instruments of data collection, sampling procedures and methods of data collection, and data analysis. The third and fourth chapters will cover the results and interpretation of data collection and analysis. Chapter Three will cover staff libraries; Chapter Four will report results for residential library services. The Fifth chapter summarizes the findings, make recommendations and reviews budget considerations. A bibliography follows this last chapter, and the appendices to the report appear after the bibliography.

CHAPTER II

METHODOLOGY

A. Activities and Time Frame of the Study

The feasibility study on library services to the Colorado Department of Institutions by the Colorado State Library required the collection and analysis of data related to the problem. The problem involved the contractor's making judgments about the state of library service to institutions based on the analysis and interpretation of the data. In addition, recommendations regarding the continuance of current administrative and budget processes were involved. Activities related to the problem were carried out over a twelve month period--from mid-June, 1978 through June, 1979. Activities carried out by the contractor included: on-site visits to eighteen institutional locations, the development of instruments for data collection, literature review, administration of the questionnaires, personal interviews, interpretation of the data, recommendations, and the preparation of the Final Report.

The study was designed by the contractor in consultation with the Director for the Instructional Research and Development Office (IRAD) of the University of Arizona. The IRAD Director also provided consultation on the interpretation of the statistical analyses. Data analysis was run by the Planning Evaluation Unit of the Colorado State Department of Education. The literature search for the project was conducted with the assistance of two graduate students from the Graduate Library School in Arizona. The time period over which these activities were carried out was as follows:

After an initial meeting in mid-May with personnel from State Library, Planning and Evaluation, and Department of Institutions to clarify procedures, the contractor began investigation in the middle of June. On-site visits to eighteen locations were made over a four week period ending the middle of July. Data collection was carried out over an extended period of time, since it was highly desirable to have as many of the institutions report as possible. Data was collected during the on-site visits through personal interviews, the use of questionnaries, and a survey instrument which was administered later as a follow up to the institutional visits. Data collection was completed in September.

Interviews were held with personnel in areas relevant to the study and the decision-making processes regarding outcomes in mid-July. During this same time period, plans for data analysis were developed with Planning and Evaluation Unit personnel in the State Department of Education. The data analysis report was returned to the contractor by the middle of October. In the interim period an initial literature search was expanded. Interpretation of the data and preparation of the Final Report were completed by the end of the following May. Typing, printing and binding of the Report were completed in June.

B. Variables in the Study

Data were collected for two variable areas in the study--the independent variables and the dependent variables. The independent variables in the study consisted of the quantity of materials contained in the libraries and the quality of the services offered. The quality factor was described in terms of frequency and availability of traditional library service functions.

The dependent variables in the study were also two-fold. The first of these was resident or staff satisfaction with the library or materials services available in the institution. Satisfaction was measured in four sub-areas for institutional staff, in three sub-areas for residents. The second dependent variable involved national library standards. Institutional library standards have been developed by national organizations such as the American Library Association, the Joint Commission on Accreditation of Hospitals, and others. Such standards provided minimum recommendations for numbers of materials holdings and operating procedures by type of library --that is, staff or resident--and by type of institutional program.

The independent variables reflected the condition of the institutional libraries as to their material holdings and their services; the dependent variables provided the means to measure how well such services and holdings met staff or resident needs and national standard recommendations.

C. Data Collection

Data collected for the independent variables--that is, the quantity and quality of the institutional libraries, involved the population, or eighteen agencies/libraries. Fifteen of them responded to the Survey Questionnaire. Two resident agencies within the Division of Mental Health did not respond and reported insufficient holdings. In addition, one long term treatment center in the Division of Youth Services did not report classroom materials.

Data related to the dependent variables were collected as follows: Data based on satisfaction with the library or materials services involved sampling procedures which are described below. Information related to the national library standards were collected through literature search and correspondence with pertinent agencies.

1. Sampling Procedures

Data collected for the dependent variable, staff or resident satisfaction with the library or materials services, consisted of a sample size of 335. Thirteen agencies participated. Those agencies which did not contribute to the sample were the two resident agencies within the

Division of Mental Health, also noted above, and State Home and Training School residents in the Division of Developmental Disabilities.

The satisfaction sample contained two groups: a staff sample, and a resident sample. This grouping was based on type of library. The method for collecting the sample for institutional staff was as follows: 150 forms were mailed out--fifty to each staff library. Half of these forms were placed in the library to be self administered by users, and half were placed in the staff lounge in order to reach persons who might not be regular library users. The inclusion of demographic items on the questionnaire provided information as to whether the sample was representative of the group. Out of 150 questionnaires mailed to the three staff libraries, 96 were returned. Characteristics of this sample group are provided in Section D of this chapter.

The resident group was sampled differently. In the case of a small resident group, that is, 18 to 25 persons, the population was involved in data collection. The population consisted of all who were present on the date of the on-site visit by the contractor. Data collection was usually carried out by the contractor during a classroom period. Residents who were not present were absent for a variety of reasons, including: field trips, sickness, run away, court hearing, under temporary restraint, and the like. The larger resident groups were sampled as representatively as possible--by teachers from several classrooms when youth were involved. The one adult group in this sample were provided with the questionnaires to self-administer. These instruments were made available both in the library and in the dormitory cottages. The only demographic data requested from the resident sample were the length of stay in the institution. The sample size for this group was 239. Characteristics of this sample group are also provided in Section D of this chapter. All questionnaires were returned anonymously by both groups.

2. Questionnaires Used in the Study

Five questionnaires or instruments for data collection were developed for purposes of this study. Samples of each of these instruments are included in Appendix B. The questionnaires are listed and described below as to general content, type of question, and purpose in relation to the variables in the study.

a. The Open-Ended Questionnaire:

This instrument was developed to provide focus for discussion, during the contractor's on-site interviews with institutional personnel. This instrument consisted of eleven open-ended questions which related to institutional library materials, record management, the role and importance of the library or library materials in the institution, and opinion on how well the present library or materials services were meeting institutional needs. Items on this questionnaire were determined by the contractor in consultation with the institutional library consultants from State Library. Data collected with this instrument provided general background information in the study.

b. Institutional Library Services Survey Questionnaries:

The primary purpose of these survey questionnaires was to gather information regarding the quantity of materials available in the institution and the quality of the services offered. In addition, the surveys also gathered background information about the institution itself; it provided a means to gather statistics related to resident and staff characteristics and also expenditures.

Two variations of the Survey Questionnaire were developed. One variation of the instrument collected data from staff libraries, and the other from resident libraries. Both instruments were similar and varied on only a few items--items primarily related to type of user. The essential difference between the Staff Library Survey and the Resident Library Survey was in the addition of three items which were used to determine how residents gained access to library materials.

The Survey Questionnaires were constructed in two parts. Part I contained sixteen open-ended questions which dealt with the institution. Part II covered library statistics. Information regarding expenditures, numbers of materials and equipment, and library services were collected. These statistics were gathered using an interval scale of four, along with some check list and open-ended items.

Since few of the resident agencies maintained precise records, the use of an interval scale helped to facilitate the collection of data because only estimation was involved. The libraries were asked, however, to enter accurate statistical data when known. The bottom of the scale was "none" or zero, and the top of the scale was set by the contractor. National standard recommendations, along with the contractor's own knowledge of a wide range of libraries were used as a basis for judgment. The interval scale was used in this questionnaire not only to determine the frequency of data, but also to provide a means by which differences in materials holdings and library services could be measured.

Statistical data related to the quantity factor of the library or agency were gathered using five items which dealt with the numbers of print items contained in the institutions which were non-textbook or workbook materials. Thirteen items collected data on the numbers of audiovisual materials, and eleven items supplied information on equipment. Data on the quality of library services were collected using twenty additional items on the questionnaire. These service items covered such information as circulation of materials, availability of library resources, how materials were selected, and a number of use factors.

The types of questions asked in this survey instrument were based largely on similar instruments developed for the evaluation of institutional library services in New Jersey (Casey, 1968) and in Wisconsin (Merriam, 1973).

c. Institutional Audio-Visual Services Survey Questionnaire:

The audiovisual instrument was used to determine the quality and quantity of audiovisual materials and services available in the separately administered audiovisual units. This instrument was similar in nature to the audiovisual section in the Library Survey Questionnaire. In addition this instrument also collected information regarding services of the audiovisual unit or department, not included in the Library Survey Questionnaire. Information was collected on the background of these operations, as well as on audiovisual statistics which dealt with budget, numbers of materials, and availability of services. This information was collected through the use of an interval scale of four in addition to some check list and open-ended items.

d. Institutional Staff Library Survey:

The Staff Satisfaction Survey was developed to gain information regarding how the institutional staff regarded the library and its services. This instrument gathered some demongraphic data about the respondent, including type of position held in the institution, length of time employed and percentage of time assigned on the job. Data were also collected about when the respondent had last been in the library.

Using a Likert type scale with an interval of four, this instrument determined user response in four major areas: 1) frequency of library use for various purposes; 2) attitude toward library policies; 3) evaluation of services; and 4) evaluation of numbers of various types of materials. Many of the items in this questionnaire were based on an instrument used by Burns (1973) to evaluate the Colorado State University Library at Fort Collins. Some items which were not appropriate for use in the institutional setting were not included. Items were also added to gain insight into user attitudes toward library policies, including the separation of print and non-print materials and services.

e. Institutional Library Survey:

This survey instrument was developed for use with the residents of the institutions. It was similar to the staff response questionnaire--with modifications suited to the resident group. This instrument determined length of resident stay and the last time the respondent was in the library or reading room area. Using a Likert type scale with an interval of four, resident responses were collected in three major areas: 1) frequency of materials and/or library use for various purposes; 2) evaluation of materials services; and 2) attitude toward the library and the use of books and other materials. Residents were also asked to rank their first, second, and third choices of possible library programs from a list of activities and events. Residents were also provided with space to add items to this list.

3. Methods of Data Collections

A total of 22 libraries in 18 agencies were visited by the contractor, accompanied by one of the State Library consultants, who made arrangements for the visit. The Open-Ended Questionnaire was administered by the contractor to either the institutional librarian or the individual in charge of the agency's educational and/or administrative services, when there was no librarian.

The satisfaction surveys were administered to residents by the contractor during the on-site visits whenever possible. Otherwise, the questionaires were left to be administered by appropriate institutional personnel--usually a teacher--at a more convenient time. Staff surveys were distributed by the staff librarian and were self-administered in either the library or the staff lounge.

The purpose of the on-site visits was to help the contractor gain background regarding the institutional program, staff attitude toward libraries, and some notion as to the quality of the collection--factors which could not be determined through formal data collection alone. In addition, these visits served as a means to identify unserved groups and helped to validate the responses to the Library Survey.

Following the on-site visits the Library Survey Questionnaires were mailed to all institutions identified in the study. The questionnaires were the responsibility of the librarian when one was available, or the institutional administrator, when no librarian was on staff. The administrator in turn often delegated this responsibility to another staff member, such as a teacher working closely with the collection.

In addition to the collection of data through on-site visits and the administration of questionnaires, other information was collected through personal interviews conducted by the contractor. Personnel interviewed were associated with the State Library, The Colorado State Department of Education and the State Department of Institutions. Information which was collected consisted of: general background on the history of services to institutions by State Library; the role, administration, and financing of library systems in the state, and also

Boards of Cooperative Services (BOCES); as well as general trends in cooperative services in the state; and the nature of other developmental cooperative projects. Data collected in this way and through literature search and review were useful, not so much in the specific evaluation of the institutional libraries, but in the decision making process which involved outcomes and recommendations of the study.

D. Sample Characteristics

Two groups of users were sampled in this study, based on the type of libraries involved, that is, either staff or resident. The resident sample was composed of three groups: 1) youth in diagnostic and treatment centers; 2) youth in longer detention care and treatment; and 3) youth and adults in mental health care. Although the resident group spanned an age of four years to 102, the needs of those who would make use of library materials and services was assumed to be similar. For example, a library serving residents would ideally serve both the recreational and educational needs of such users, in addition to some information needs which were non-classroom oriented. Staff libraries, on the other hand, would primarily serve the informational and educational needs of their users. A staff library would not, as a rule, serve the recreational needs of staff. Staff library users could be expected to need less help in finding materials and in making successful use of books and other media. Resident library users, however, would need considerably more assistance. Resident libraries should also provide outreach services, in order to serve those individuals who were confined; while staff libraries might do more with interlibrary loan services and bibliographic searching. For these reasons, then, staff and resident users were sampled separately. Sampling procedures have been described above. The characteristics of each of the sample groups are noted below:

1. Staff Sample

The characteristics of institutional staff responding to the library satisfaction questionnaire were determined by items which sought information about: staff position in the institution, length of time employed by the institution, and percent of time spent working in the institution. The percentages for each of these areas is given in Table One, along with the number of respondents from each of the staff library agencies.

TABLE 1

SAMPLE CHARACTERISTICS

INSTITUTIONAL STAFF

	Percentage of Respondents
POSITION:	
Administrative	26.6
Professional	51.1
Support Staff	14.9
Students/Interns	2.1
Other	5.3
LENGTH OF STAY:	
1 year or less	13.8
2 - 3 years	25.5
6 - 10 years	24.5
11 or more years	56.2
TIMES ASSIGNED:	
One Quarter	1.0
One Half	5.2
Three Quarters	2.1
Full Time	91.7
LIBRARY (Staff Population)	
Colorado State Hospital	47.9
Fort Logan Mental Health Center	33.0
Wheatridge Home and Training School	19.1

Most of the respondents to the institutional staff library satisfaction instrument were largely administrative or professional staff, who had been with the institution for six years or more, and were employed full time. Over 50 percent of the sample had been employed in the institution eleven years or more. Two areas where insufficient data were collected to make reliable judgments about satisfaction were "Other" and the "Students/Interns" group. Although the student or intern group have other sources of library materials available to them and are not a primary institutional library user group, a teaching hospital does have a responsibility in this area.

In addition to the data collected about the demographics of those returning the staff questionnaries, information was also sought as to what degree respondents used the library. Two questions were asked for this purpose. These items dealt with when the staff respondent had last used the library, and how often he/she usually went to the library. The results are shown in Table Two.

TABLE 2

STAFF LIBRARY USE

	Percentage of Respondents
WHEN WAS THE LAST TIME YOU WERE IN THE INSTITUTIONAL STAFF LIBRARY?	
Today	22.6
Past Week	17.2
More than a week ago	39.8
More than a month ago	20.4
HOW OFTEN DO YOU USE THIS INSTITUTIONAL STAFF LIBRARY?	
Daily	1.1
Weekly	26.3
Monthly	41.1
Quarterly	25.3
None	6.3

The data in Table Two indicated that the largest group of respondents in the staff sample used the library on a monthly basis. The second largest group used the library either weekly or quarterly, with just about an equal distribution between these two frequencies. Over 92 percent of the respondents fell into one of the three frequency categories--weekly, monthly or quarterly. Six percent indicated that they did not use the library at all, and only one percent indicated daily usage. The daily sample was smaller than anticipated.

In summary, the sample for the staff respondents consisted mostly of those individuals who would be most likely to use the staff library, that is, the administrative and professional staff. Student interns and support staff made up only a small percentage of the sample. This sample included mostly full time employees who had been with the institution for some period of time. The sample primarily consisted of individuals who used the staff library monthly or less. Respondents could be described as moderate rather than heavy users of the staff libraries. There was a fairly equal distribution for when staff respondents had last used the library.

2. Resident Sample

No attempt was made to determine demographic characteristics of the resident sample as to age, sex, or other personal features. Both male and female were included in sampling, as well as adults and adolescents. No children were included in the sample. As previously noted, residents were from three types of agencies. The percentage that each type of agency contributed to the sample is shown in Table Three.

TABLE 3

DISTRIBUTION OF RESIDENT SAMPLE
BY TYPE OF INSTITUTIONAL AGENCY

	Percentage of Respondents
AGENCY TYPE:	
Emotionally Disturbed	31.9
Diagnostic and Treatment Centers	39.1
Long Term Detention for Youth	29.0

The resident sample was evenly divided among the three types of resident groups. However, since the only adult group of residents was contributed from one agency in the Division of Mental Health, most of the sample was made up of pre-teen and adolescent boys and girls.

Residents were asked when they had last used the institutional library and how long they had been in the treatment center. The data from these two areas are reported in Table Four.

TABLE 4

SAMPLE CHARACTERISTICS
INSTITUTIONAL RESIDENTS

	Percentage of Respondents
HOW LONG HAVE YOU BEEN AT (The Institution)?	
Just arrived this week	12.6
Between two weeks and three months	50.0
Between three months and one year	29.0
More than a year	7.6
WHEN WAS THE LAST TIME YOU WERE IN THE INSTITUTIONAL LIBRARY OR READING AREA?	
Today	42.7
Within the last week	14.2
More than a week ago	6.7
More than a month ago	13.0
Never	23.0

Over sixty percent of the resident sample had been in the institutional treatment centers three months or less. Twenty-nine percent had been there between three months and one year, and only eight percent had been in the institution more than a year. This distribution reflects the fact that confinement in the diagnostic and treatment centers was limited to forty five days (although some residents stayed longer) and up to two years in the long term detention centers. Emotionally disturbed adolescents also had short periods of stay; however, this was not always the case with the adults.

The data also reflect that a large portion of the resident sample--forty-three percent--had used the library or reading room area that day. This pattern was probably due to the fact that many of the materials collections were housed in classrooms and/or dormitory areas. Fourteen percent of the sample had been in the area within the last week; seven percent, more than a week ago; thirteen percent more than a month ago, and twenty-three percent of the sample reported never having used such facility. A cross tabulation of the data is reported in Table Five.

TABLE 5

CROSSTABULATION OF RESIDENT SAMPLE CHARACTERISTICS

	JUST ARRIVED	2WKS-3MOS.	3MOS-1YR.	MORE THAN 1YR.
Today	58.1	43.8	30.4	55.6
Last Week	6.5	14.0	18.8	11.1
More than a Week	3.2	2.5	13.0	16.7
More than a Month	9.7	8.3	24.6	5.6
Never	22.6	31.4	13.0	11.1

The data in Table Five indicate that each facet of the two resident characteristics (or each cell) was represented by some percent of the sample. This pattern suggests that the sample was representative over these two characteristic areas. In addition, the sample data also suggest that the longer residents were in the institutions the more they were inclined to use the library or reading room area.

In summary, the resident sample was made up of a relatively equal distribution from the three types of agency care. The sample was comprised mostly of pre-teens and adolescents--over 60 percent of whom had been in care and treatment for less than three months. Nearly 60 percent of the sample had also been in the library or reading room area within the last week.

E. Data Analysis

Data analysis was carried out for the two independent variables of library quantity of materials and quality of services and for staff and resident user satisfaction. Data analysis was run on a computer using SPSS and ANOVA programs. The SPSS package provided frequencies, cross tabulations using chi-square, and Pearson product correlation (Marchant, 1977). The ANOVA program provided analysis of variance for comparison between and within groups (Ferguson, 1971). Significance level was set at $p < .05$.

Frequencies of the data collected from the Library Survey instrument were also compared with national library standards when applicable. Discussion of the data analysis which follows is divided into two sections, representative the two types of libraries in the study, staff and resident.

1. Staff Libraries

Data analysis consisted of frequency by library for individual items under sections "C" and "F" on the Survey Questionnaire. Section "C" reported on the quantity of materials in the library, and section "F" on the quality of the services. Frequency data for the staff satisfaction instrument, termed the "Institutional Staff Library User Survey," were reported for items numbered one through nine, and items ten and eleven, without comments. Other data collected from the questionnaires were compiled by hand and were not included in comparative analysis. The quality and quantity variables from the Library Survey were summed.

In addition to frequency analysis, crosstabulations were carried out for each item on the user satisfaction instrument by: type of user, and by length of time employed. Chi Square was computed for all items of frequency.

Analysis of variance was computed by library for the four dependent variables of staff user satisfaction. These dependent variables of staff user satisfaction were: a) frequency of library use, b) attitude toward library policies, c) evaluation of services, and d) materials.

2. Resident Libraries

Data for the Developmentally Disabled are reported separately from other resident libraries. The reason for this separation is that residents from this group did not answer the satisfaction instrument and were, therefore, not included in the resident satisfaction sample.

Frequency data were computed by library for individual items under Sections "C" and "F" on the Survey Questionnaire. Items under Section "C" dealt with the quantity of materials in the library, and items in

Section "F" with the quality of the services in the library. Both quality and quantity factors were summed. Other data collected from the questionnaires were compiled by hand. Much of this latter data were used as background information in the study.

For the other resident libraries, frequency data were tabulated by library for individual items under Sections "C" and "F": on the "Survey Questionnaire." Frequency data for the resident satisfaction instrument, termed the "Institutional Library Survey," were reported for items in sections numbered one through six. Other data were tabulated by hand and not included in comparative analysis. In addition to frequency analysis, crosstabulations were carried out for each item on the user satisfaction instrument by resident length of stay and type of agency.

Analysis of variance was carried out by agency for the three dependent variables of resident satisfaction: a) frequency of library/materials use, b) evaluation of materials services, and c) attitude toward the library and the use of books and other materials. A Pearson product moment correlation was carried out across the five dependent and independent variables.

F. Chapter Summary

This chapter has dealt with the methodology for conducting the feasibility study on institutional library services in Colorado for the State Library. This study was carried out over a twelve month period and involved collecting data about the libraries and comparing them with measures of user satisfaction and national institutional library standards. The methods for collecting the data involved questionnaires, surveys, personal interviews, on-site visits to the institutions and literature review. Sampling procedures, instruments of data collection and sample characteristics were described in this chapter. Data analysis involved the use of SPSS and ANOVA computer programs along with some hand calculations. The results of data collection and analysis are described in the next two chapters. Chapter Three will cover results for staff libraries, and Chapter Four will deal with results for resident library or materials services.

CHAPTER III

RESULTS: STAFF LIBRARIES

Chapter Three covers the results of data collection and analysis for the three staff libraries in addition to the separately housed audiovisual services in the three institutions. The quantitative and qualitative data involving staff library materials and services are presented here. This chapter also provides statistical and descriptive background for the institutions as well as for the libraries which serve staff. These data are then discussed in comparison to national library standards and staff satisfaction measures.

The order in which this information is presented in this chapter is as follows: A description of the three institutions is first and includes data on staff characteristics. These institutional descriptions are followed by a section on the libraries themselves. This section provides data on library expenditures, numbers of book, non-book, and audiovisual materials, and library services. Next, the library data will be discussed in comparison to national library standards and staff satisfaction measures. The section on standards is based on analysis of the data collected from the satisfaction instrument. Data analysis includes item frequency of response for total staff; crosstabulation by item, using chi-square to determine response differences based on staff characteristics; and analysis of variance to determine differences based on staff response by library, in four broadly defined areas of satisfaction. Finally, the holdings and services of separate institutional audiovisual services will also be noted. A summary of the information presented concludes the chapter.

A. The Institutions

The three staff or professional libraries were located at Fort Logan Mental Health Center in Englewood, Colorado State Hospital in Pueblo, and Wheatridge Home and Training School in Wheatridge. Fort Logan Mental Health Center served a staff involved in the treatment of mental health for children, adolescents, and adults. The Colorado State Hospital (CATE) was mainly involved with mental health care as well; however, this institution also served a small unit for the developmentally disabled, and one short-term treatment and diagnostic center for youth services. The Wheatridge Home served only the developmentally disabled and was the largest facility of its type. These agencies were located on spacious grounds and had a number of buildings.

Both professional and non-professional staff were employed in the institutions. In addition there were a number of training and volunteer programs. A profile of staff and the training programs is presented in Table Six below.

TABLE 6

STAFF CHARACTERISTICS

	CATE	Ft. Logan*	Ridge
NUMBER OF STAFF EMPLOYED:			
Professional	425		110
Non-Professional	1,033		710
TOTAL:	1,448		820
NUMBERS AND TYPES OF STUDENTS IN TRAINING PROGRAMS:			
Nurses	97		-
Medical Students	31		-
Occupational Therapists	5		4
Social Workers (Behavioral Sci.)	9		-
Pastors	5		-
Physical Therapists	-		4
Dental	2		-
Mental Health Workers	19		-
Psychiatric Technicians	31		-
Psychology Students	15		-
Music and Recreational Therapists	-		9
VOLUNTEERS:			
Do volunteers work in the institution?	Yes		Yes
Is there a volunteer orientation program?	Yes		Yes
Number of volunteers serving during the report year	369		200
Average number of hours donated per month per volunteer	20		20
IN-SERVICE TRAINING:			
Does the institution offer in-service training for staff?	Yes		Yes
How many clock hours of training are offered per year?	14,481		1,493
How many institutional staff members attend training sessions each year?	5,071		7,842**

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* Fort Logan Mental Health Center did not report in this area.

**Includes attendance in mandatory certification programs.

The data presented in Table Six above indicate that the staff for the two institutions that reported were largely non-professional with a small professional group. There were a number of student training programs, according to the data presented, as well as substantial numbers of volunteers, and a major effort to carry out in-service training for staff. No student training programs for librarians were indicated. Although Fort Logan did not report in this area, it is likely that they have a program similar to that of the other two reporting agencies. A general description of the three staff libraries housed in these institutions is noted below.

B. The Staff Libraries

1. General Description

The general description of the staff libraries which follows includes information on quarters, staffing, and methods of record keeping. The staff libraries were located in small but separate quarters within the institutions. None were located in a separate library building. Seating space was limited, with Colorado State Hospital (CATE) and Wheatridge Home and Training School (Ridge) reporting less than four percent of the staff population able to be seated in the present library space. Fort Logan Mental Health Center Library reported that less than fifteen percent of their population could be seated. Fort Logan and CATE libraries had full-time professional librarians, and CATE also had one part-time volunteer. Ridge had one full-time para-professional worker, funded under a CETA grant.

The libraries provided the traditional services, characteristic of special library services in hospital-type institutions. They had goals and objectives, prepared annual reports, and had other written policies. The materials for the libraries were selected by the library and institution staff. One of the libraries used a library committee in addition to staff in materials selection. State Library consultants were not mentioned as being involved in the selection process. Sources used to aid collection building included bibliographies, review sources, publishers' catalogs, and by word of mouth. Materials were purchased through jobbers and publishers by all three libraries, put out to bid by one. A second library reported use of a local bookstore for some purchases. Library materials were classified and cataloged; acquisition and circulation records which are part of standard library procedures were maintained. All three staff libraries reported that they were open weekdays only, and that they were open from 21 to 46 hours a week.

2. The Library Budgets

Budget figures were requested for per capita spending for the institution as a whole, for the division when applicable, and for library expenditures. In addition, institutions were requested to fill in the details of library expenditures, including costs for personnel, operational costs for supplies,and capital outlay. The latter category included expenditures for books, audiovisual materials and equipment. Two of the libraries reported their budgets. Fort Logan Mental Health Center did not return this information. The per capita expenditures are noted in Table Seven, and library expenditures are in Table Eight.

TABLE 7

PER CAPITA EXPENDITURES

STAFF LIBRARIES

	CATE	Ft. Logan*	Ridge
WHAT HAS BEEN THE PER CAPITA EXPENDITURE IN THE INSTITUTION OVER THE PAST THREE YEARS?			
1975 - 1976	8,436		21,695
1976 - 1977	10,104		26,152
1977 - 1978	13,056		28,258

*Fort Logan Mental Health Center did not report.

The data in Table Seven reflect the rising cost of institutional care brought about in part by improved services and medication in the treatment program but primarily through rising inflation. On the other hand, the data in Table Eight below indicate that library expenditures increased only slightly over this same period. For example, without the temporary CETA funding for personnel at Ridge, total expenditures would have increased across the three libraries by about only three hundred dollars in three years--or one-tenth of one percent. Conversely, per capita expenditures in Colorado State Hospital had, over the past three years, increased by 55 percent--and for Wheatridge, by 30 percent. During the last reporting year, the per capita expenditure for library materials at CATE was $3.80; their per capita expenditure for the institution, $13,056. The per capita expenditure for library materials at Wheatridge was $0.67; the per capita expenditure for the institution was $28,252. Library expenditures, then, represented an infinitesimal amount of the total institutional budget. The holdings in these libraries are reported below.

TABLE 8

LIBRARY EXPENDITURES
STAFF LIBRARIES

	1975-76				1976-77				1977-78			
	STATE	FEDERAL	CASH	TOTAL	STATE	FEDERAL	CASH	TOTAL	STATE	FEDERAL	CASH	TOTAL
PERSONNEL:												
CATE	16,905			16,905	18,860			18,860	20,764			20,764
Ft. Logan												
Ridge										5,600*		
TOTAL:	16,905	0.0	0.0	16,905	18,860	0.0	0.0	18,860	20,764	5,600	0.0	20,764
OPERATING (SUPPLIES):												
CATE	250			250								
Ft. Logan					262			262	123			123
Ridge	50			50	79			79	79			79
TOTAL:	300	0.0	0.0	300	341	0.0	0.0	341	202	0.0	0.0	202
TRAVEL:												
CATE												
Ft. Logan												
Ridge												
TOTAL:	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CAPITOL OUTLAY:												
CATE	5,402		100	5,502	4,315		300	4,615	5,656		100	5,756
Ft. Logan												
Ridge	1,000		390	1,390	321		430	751	321		405	726
TOTAL:	6,402	0.0	490	6,892	4,636	0.0	730	5,366	5,977	0.0	505	6,482
GRAND TOTAL:	23,607	0.0	490	24,097	23,837	0.0	730	24,567	26,943	5,600*	505	33,048

* CETA Funding

3. Library Materials

The materials holdings of the three staff libraries are reported in Tables Nine, Ten and Eleven. Table Nine reports the data for numbers of books; Table Ten for numbers of audiovisual and non-book materials; and Table Eleven for numbers of audiovisual equipment. Audiovisual materials and equipment figures in these tables are for those items housed in the staff libraries. Figures for separately housed audiovisual collections in these institutions are reported in section D of this Chapter. The number of books is reported in Table Nine below.

TABLE 9

BOOKS - STAFF LIBRARIES

	1-20	21-49	50-100	OVER 100
A. REFERENCE TITLES:				
Colorado State Hospital				X
Fort Logan Mental Health			X	
Wheatridge Home	X			
Percent	33.3	0.0	33.3	33.3
B. PERIODICAL/NEWSPAPER TITLES:				
Colorado State Hospital				X
Fort Logan Mental Health			X	
Wheatridge Home		X		
Percent	0.0	33.3	33.3	33.3

	0-499	500-1499	1500-4500	OVER 4500
C. CLASSIFIED BOOK COLLECTION:				
Colorado State Hospital				X
Fort Logan Mental Health				X
Wheatridge Home			X	
Percent	0.0	0.0	33.3	66.7
D. PAPERBACK COLLECTION:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0
E. OTHER COLLECTIONS (Microforms):				
Colorado State Hospital	-	-	-	-
Fort Logan Mental Health	X			
Wheatridge Home	X			
(1 missing) Percent	100.0	0.0	0.0	0.0

The data in Table Nine indicate that the majority of the libraries had substantial holdings in only one area, and that was the classified book collection. One of the libraries reported having over 100 reference and over 100 periodical/newspaper titles, but the other two had fewer materials in these areas. Paperback collections were small, with one library reporting as few as 44 items. Some paperback books, however, may have been pre-bound and classified, and therefore, counted in the classified book collection. Fort Logan Staff Library reported microforms under "Other Collections," while CATE and Ridge reported microforms in Table Ten. Data for audiovisual and nonbook material are reported in Table Ten below.

TABLE 10

AUDIOVISUAL AND NONBOOK MATERIALS-- STAFF LIBRARIES

	0-24	25-99	100-299	OVER 300
A. SOUND/SLIDE OR FILMSTRIP SETS WITH SOUND:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0
B. SEPARATE RECORDINGS:				
Colorado State Hospital				X
Fort Logan Mental Health	X			
Wheatridge Home		X		
Percent	33.3	33.3	0.0	33.3
C. KITS AND GAMES:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0
D. COMICS:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0
E. 8MM AND 16MM FILMS:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0

TABLE 10--Continued

	0-24	25-99	100-299	OVER 300
F. PAMPHLETS:				
Colorado State Hospital				X
Fort Logan Mental Health				X
Wheatridge Home				X
Percent	0.0	0.0	0.0	100.0
G. PICTURES, INCLUDING STUDY PRINTS:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0
H. SILENT SLIDE AND FILMSTRIP SETS:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0
I. VIDEO TAPES:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0
J. MAPS (UNBOUND):				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0
K. OTHER (MICROFORMS, REPRINTS):				
Colorado State Hospital				X
Fort Logan Mental Health	X			
Wheatridge Home				X
Percent	33.3	0.0	0.0	66.7

The data from Table Ten indicate that the staff libraries had little in the way of audiovisual or nonbook materials. The one area for which this was not true was pamphlets. In addition, a number of recordings were also held by one of the libraries. Microforms also ranked higher, with two out of three libraries reporting holdings of over 300 items. Generally, though, the data support that the numbers of nonbook and audiovisual materials held by the three staff libraries were few.

Since the libraries had few audiovisual materials, the expectation was that they would not be likely to have large numbers of equipment. The data in Table Eleven bear out this supposition.

TABLE 11

AUDIOVISUAL EQUIPMENT--
STAFF LIBRARIES

	NONE	1-3	4-8	OVER 8
A. SLIDE PROJECTORS:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0
B. FILMSTRIP PROJECTORS:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0
C. VIDEO PLAYBACK UNITS:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0
D. AUDIO PLAYERS:				
Colorado State Hospital		X		
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	66.7	33.3	0.0	0.0

TABLE 11--Continued

	NONE	1-3	4-8	OVER 8
E. FILM PROJECTORS:				
Colorado State Hospital	-	-	-	-
Fort Logan Mental Health	X			
Wheatridge Home	X			
(1 missing) Percent	100.0	0.0	0.0	0.0
F. MICROFORM VIEWERS:				
Colorado State Hospital		X		
Fort Logan Mental Health		X		
Wheatridge Home		X		
Percent	0.0	100.0	0.0	0.0
G. SLIDE AND/OR FILMSTRIP VIEWERS:				
Colorado State Hospital				X
Fort Logan Mental Health	-	-	-	-
Wheatridge Home	X			
(1 missing) Percent	50.0	0.0	50.0	0.0
H. TYPEWRITERS:				
Colorado State Hospital	X			
Fort Logan Mental Health			X	
Wheatridge Home	-	-	-	-
(1 missing) Percent	50.0	0.0	50.0	0.0
I. MUSICAL INSTRUMENTS/ RADIOS:				
Colorado State Hospital	X			
Fort Logan Mental Health	-	-	-	-
Wheatridge Home	X			
(1 missing) Percent	100.0	0.0	0.0	0.0
J. TEACHING MACHINES:				
Colorado State Hospital	X			
Fort Logan Mental Health	-	-	-	-
Wheatridge Home	X			
(1 missing) Percent	100.0	0.0	0.0	0.0

The data from Table Ten indicate that all of the staff libraries had viewers with which to use their microform holdings. There were also some audio players. In addition, one library reported slide and/or filmstrip viewers, and a second reported a number of typewriters. In general, however, the numbers of audiovisual equipment housed in the staff libraries were also few.

To summarize the data which made up the quantitative variable for the three staff libraries: CATE library had the most staff, with one fulltime professional and one part-time volunteer. They were followed by Fort Logan, with one fulltime professional, and then Wheatridge, with one fulltime paraprofessional. Fort Logan library had the most seating space, being able to seat four to fourteen percent of the staff. CATE and Ridge reported being able to seat less than four percent.

Materials and equipment holdings in the institutional staff libraries had their greatest numbers in the classified book collection, followed by pamphlets and microforms. The libraries had little in the way of the newer audiovisual media or equipment. In total quantitative scores the three libraries ranked as follows: Colorado State Hospital was first, followed by Fort Logan, and then by Wheatridge. The services which these libraries provided for their staff are noted in Table Twelve.

4. Library Services

TABLE 12

LIBRARY SERVICES

STAFF LIBRARIES

	0-999	1000-1999	2000-2999	OVER 3000
a. ITEMS CIRCULATED:				
Colorado State Hospital				X
Fort Logan Mental Health		X		
Wheatridge Home	X			
Percent	33.3	33.3	0.0	33.3
b. ITEMS USED IN THE LIBRARY:				
Colorado State Hospital			X	
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	66.7	0.0	33.3	0.0

TABLE 12--Continued

	0-499	500-1499	1500-4500	OVER 4500
c. REFERENCE OR INFORMATION QUESTIONS ANSWERED:				
Colorado State Hospital		X		
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	66.7	33.3	0.0	0.0
d. TIMES READERS'S ADVISORY SERVICES OFFERED:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0

	0-150	151-299	300-500	OVER 500
e. ITEMS BORROWED FROM OTHER LIBRARIES:				
Colorado State Hospital			X	
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	66.7	0.0	33.3	0.0
f. REFERENCE OR INFORMATION QUESTIONS ANSWERED BY OTHER LIBRARIES:				
Colorado State Hospital	X			
Fort Logan Mental Health	-	-	-	-
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0

	0-249	250-499	500-750	OVER 750
g. 8MM or 16MM FILMS BORROWED:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0

Table Ten shows that only one of the libraries reported a circulation of over 3000. There may have been a correlation between circulation and materials holdings, since the library reporting the largest circulation also reported the greatest number of materials. Not many materials were reported as actually used in the library, and this may have been due to the fact that there was little seating space. However, the library with the most seating space, was not the library with the greatest use of items in the library. There may have been other factors which influenced either this activity or its reporting.

None of the libraries answered over 1500 reference questions a year, and two of them answered less than 500. Reader's advisory services were also limited, nor were interlibrary loan services used to any great extent in the three staff libraries. Only one library borrowed from 300 to 500 items from other libraries; the others listed 150 items borrowed or less.

The library which borrowed the greatest number of items from other libraries also had more items used in the library, answered more reference questions, and had the greatest number of materials. These facts suggest that the number of materials borrowed from other libraries, then, does not necessarily reflect small numbers of available materials, but may be viewed as part of a more aggressive service pattern. The number of items borrowed may have been a factor in the number of items used in the library, however, since such materials frequently are not allowed to circulate.

The libraries also did not report many questions answered by other libraries, nor that many films were borrowed. One library did not respond to the number of reference or information questions answered by other libraries; the other two were on the lowest end of the scale. The libraries reported additional information about the use of films and the awareness of certain services through checklist items F-8 through G-3 of the Survey Questionnaire. Only one library, Colorado State Hospital, borrowed films. These films were loaned through the film services of the State Library.

All staff librarians reported awareness of a number of grants and services, such as those offered by Library Service and Construction Act, plus ten other services. Professional library staff did not report more awareness of such services than para-professional. All staff noted that they had used such services. Those services which the libraries thought most useful are noted as follows in priority order: Reference and Interlibrary Loan--Data-base searching--Courier Service--National Library of Medicine--Consultant Services--Continuing Education. Reference and interlibrary loan was listed by all three libraries; data-base searching and the Courier Service by two out of three. The last three library services were listed by only one library, Colorado State Hospital.

To summarize the data which constituted the qualitative variable for the three staff libraries: All three libraries were located in separate quarters, and they were open about 40 hours a week; they were open weekdays only. Their collections were classified, providing ease of access for the users. The data suggested that one library pursued an aggressive pattern of service, while the other two provided moderate services. The total qualitative scores for the three staff libraries ranked as follows: Colorado State Hospital scored the highest in services, followed by Wheatridge Home and Training School, and then Fort Logan. CATE also had highest quantitative score, or number of materials.

In addition, the three libraries made little use of film services with the exception of CATE. The staff librarians were aware of a wide range of professional services that were available and made use of them. The most frequently cited services for usefulness were those of reference and interlibrary loan, followed by data-base searching and the Courier Service. How the staff libraries compared with national library recommendations is discussed below.

C. The National Standards

The library standards for hospital libraries appeared in the Accreditation Manual for Hospitals, 1979, prepared by the Joint Commission on Accreditation of Hospitals (JCAH). These standards consisted of one basic principle and two standards. The principle stated:

> The hospital shall provide library services to meet the informational, educational, and, when appropriate, the research-related needs of the medical and hospital staffs (p. 139).

How well staff needs were met by these three libraries will be more fully explored in the section which follows on user satisfaction. In implementation of the above principle, the first hospital professional library standards stated: "The professional library services shall be organized to assure appropriate direction or supervision, staffing, and resources" (p. 139). Under this standard there were recommendations involving staffing and resources. The JCAH standards recommended that a qualified medical librarian be in charge of the library, and that this be a person with a library degree who is certified by the Medical Library Association. When such employment is not possible, the hospital is to secure their consultative assistance. CATE and Ft. Logan met this standard, but Ridge did not.

There were no quantitative standards for staff library resources provided in the JCAH standards; they were qualitative. The statement related to resources read in part:

> The professional library shall have an up-to-date, authoritative collection of print and nonprint materials.... Document reproduction and delivery services, audiovisual services, and bibliographic sources to facilitate the effective provision of references and information sources should be included in the professional library services available (p. 140).

The standards go on to recommend that control of the library collections be under a single administrative service, and that when all resources are not located centrally, that the library be able to provide information concering materials located in other areas. These standards also recommended that there be continued study of the hospital's needs for professional library services, the setting of both immediate and long term goals, and formal written surveys and needs assessments. Libraries within a given geographical area were encouraged to share resources and to coordinate selection and retention of library materials.

The staff libraries in this study did not meet the standards of a centrally administered collection, nor did they have central locator files for all materials housed within the institution. The staff libraries did meet the standards of goal setting and study of the institutional needs through this current investigation of staff library resources. The libraries also participated in interlibrary loan activities, but there was no evidence of coordinated acquisition of materials among them.

Although JCAH standards did not provide qualitative standards for staff libraries, an American Library Association (ALA) Committee is currently working on such standards for agencies concerned with the care of the developmentally disabled. "Standards for Libraries at Institutions for the Mentally Retarded," was prepared in June of 1978 as a working paper by a Committee to Establish Standards for Libraries at Institutions for the Mentally Retarded. This ad hoc committee was appointed by the Division of the Health and Rehabilitative Services Division. This ALA Division has subsequently been reorganized and renamed the Association of Specialized and Cooperative Library Agencies (ASCLA). The ALA/ASCLA Standards provided recommendations concerning numbers of staff, materials and equipment based on population served.

Comparisons with standards provided here are based on staff populations which have been adjusted to some extent. Since agency staff populations consisted of a large number of non-professionals, many of whom were engaged in the type of work which would not probably require supportive materials from the library, population figures are based here on the professional staff plus one half of the non-professionals.

The recommendations for personnel levels for staff libraries for an estimated 1,000 staff at Fort Logan and Colorado State Hospital were as follows: one library director, one assistant librarian, an audiovisual specialist and one library clerk. For a population of 650 staff at Wheatridge standard recommendations for staff were: one library director, one audiovisual specialist and one library clerk.

In order to meet these standards, the staff libraries would need to put on additional staff. Fort Logan and CATE libraries had the library director but would need to add a second librarian and a library clerk each. The audiovisual staff were available in the institutions, but were located in the separate audiovisual departments. Wheatridge would need to add a professional librarian to the staff to meet standard recommendations for library personnel.

The materials standards for staff libraries are recommended as follows:

> Books: No fewer than 2,500 titles or ten volumes per staff member, whichever is greater.
>
> Journals: 75-100 titles, including professional journals dealing with all aspects of mental retardation [mental illness or corrections] and the disciplines related to institutional service (p. 11).
>
> Newspapers: 5-7 titles, including local and state papers, as well as any of special interest to mental retardation [health or youth] workers.
>
> Video tapes: Access to commercially and locally produced items.
>
> Vertical file materials: Sufficient to meet the needs of the staff.
>
> Filmstrips: No fewer than 300 titles.
>
> 8 mm and super 8 mm films: No fewer than 50 titles.
>
> 16 mm films: Access to at least 1000 titles.
>
> Cassette and disc recordings: No fewer than 200, primarily cassettes (p. 11-12).

Table Thirteen provides a profile of the above standards when compared to actual materials holdings available in the staff libraries. The differences between holdings and standards are also given. Book standards are based on the professional population of staff plus one half of the non-professional staff.

TABLE 13

ALA/ASCLA STANDARDS COMPARED TO STAFF LIBRARY MATERIALS HOLDINGS

MATERIALS	LIBRARY HOLDINGS	STANDARD* RECOMMENDATIONS	DIFFERENCES
BOOKS:			
Colorado State Hospital	5454	10,000	-4546
Fort Logan Mental Health	Over 4500	10,000 est.	-5500 est.
Wheatridge Home	1500-4500	6,500	-5000-2000
JOURNALS AND NEWSPAPERS:			
Colorado State Hospital	111	75-100	+11
Fort Logan Mental Health	21-49	"	-50
Wheatridge Home	21-49	"	-50
FILMSTRIPS:			
Colorado State Hospital	0-24	300	-276-300
Fort Logan Mental Health	0-24	"	-276-300
Wheatridge Home	0-24	"	-276-300
FILMS (8 mm and Super 8 mm):			
Colorado State Hospital	0-24	50	-26-50
Fort Logan Mental Health	0-24	"	-26-50
Wheatridge Home	0-24	"	-26-50
RECORDINGS:			
Colorado State Hospital	Over 300	200	
Fort Logan Mental Health	0-24	200	-176-300
Wheatridge Home	0-24	200	-176-300

*Based on staff population of est. 1,000 for CATE and Fort Logan, and 6,500 for Wheatridge

As can be seen from the data in Table Thirteen, the libraries do not in general meet the materials standards as set forth by the American Library Association Division. Their book collections need to be doubled to meet minimum standards, and they are weak in the area of audiovisual materials. One library had an adequate number of journals and newspapers, but the others needed to double their holdings in this area as well.

Other areas not included in the above table but included in the standards were vertical file materials, 16 mm films and video tapes. Vertical file materials or pamphlets were to be sufficient to meet the needs of staff according to the standards. Since all three libraries reported in Table Ten that they had over 300 pamphlets, this number would probably be adequate. All libraries had access to commercially and locally produced video tapes through institutional audio-visual services which were separate from the library. The libraries also had access to a large collection of films available from the State Library. However, whether these films were appropriate for institutional staff library users is open to question. They were seldom borrowed. State Library film collections are, as a rule, intended to meet the educational and entertainment needs of a more general audience. Therefore, the libraries probably cannot meet the film standards which called for access to at least 1000 titles.

In addition to materials recommendations, the ALA/ASCLA standards provided quantitative standards for equipment as follows:

For each 100 staff or major fraction thereof:

Tape recorders	1
Cassette recorder/player	2
Sound slide viewers	1
Sound filmstrip projectors	1

For each 500 staff or major fraction thereof:

16 mm projectors	1
8 mm projectors	1
Overhead projectors	1
Projector screens	1
Microform reader/printer	1
Video tape playback and recorder	Access (p. 14)

As the data from Table Eleven indicate, the three staff libraries had almost no audiovisual equipment. Colorado State Hospital reported one to three audio players and over eight slide and/or filmstrip viewers. The libraries also reported having microform readers; however, none of them had a printer--that is, equipment which could turn film into page copy. No other equipment from the above recommendations was reported by the staff libraries. There was, however, audiovisual equipment available within the institutions in separate audiovisual facilities.

These data are reported later in the chapter. Based on the equipment available in the staff libraries, however, the agencies were unable to meet most of the audiovisual standards.

Standards for other areas were provided by both ALA/ASCLA and JCAH. The library association standards recommended that the staff library budget be two percent of the total institutional budget for the operation of an established library. A new library should receive more funding initially. JCAH standards provided a second guiding principle to meet the basic standard stated earlier. This principle read: "The provision of professional library services shall be guided by written policies and procedures" (p. 140). The staff libraries were professionally operated and had written policies and procedures and would, therefore, meet this last standard.

In summary, the staff libraries did not meet the standards for staffing, resources, or budget as set by the Joint Commission on the Accreditation of Hospitals (JCAH) or by the ALA Association of Specialized and Cooperative Library Agencies. These libraries were understaffed, lacked sufficient numbers in many areas of printed resources, and were deficient generally in audiovisual materials and equipment. They met standards only to the extent that they were professionally organized and operated, and that two of the three libraries had professionally trained librarians.

National library standards such as these provide guidelines for measuring the effectiveness of library operation. In addition, each library may be judged on its ability to meet the needs of its potential user group. The expectation that users ought to know what "good" library service is and how their needs can be met, remains, to some extent, a weakness of such evaluation. Nonetheless, the satisfaction measure provides an additional means to use, along with frequency analysis and standard recommendations, in the overall evaluation process. Staff satisfaction responses to the institutional professional libraries are reported in the next section.

D. Analysis and Interpretation of the Satisfaction Data

1. Staff Satisfaction: Frequency Response

A sampling of institutional staff from the three agencies responded to their satisfaction with library materials and services in four areas: frequency of library use, attitude toward library policy, quality of library services, and adequacy of library materials. The satisfaction data are reported in Tables Fourteen through Seventeen. The data are reported and discussed in this section in terms of item frequency of response by staff from all three libraries. Differences in satisfaction response by type of staff for all items are reported in Section Two. Differences in staff satisfaction response for totals in the four areas noted above among agencies are reported in Section Three.

Frequency of library use was one measure for staff satisfaction. Staff were asked to indicate how frequently they used the staff library for a number of purposes. Staff rated their library use as: NEVER, SELDOM, OFTEN, and VERY OFTEN. These frequency data are reported in Table Fourteen.

TABLE 14

FREQUENCY OF LIBRARY USE--
INSTITUTIONAL STAFF REPONSE

	NEVER	SELDOM	OFTEN	VERY OFTEN
A. TO READ OR STUDY MY OWN MATERIALS:				
Colorado State Hospital	27.3	34.1	36.4	3.3
Fort Logan Mental Health Center	51.7	31.0	13.8	3.4
Wheatridge Home	40.0	45.0	15.0	0.0
(3 missing) Total:	37.6	35.5	24.7	2.2
B. CONSULT LIBRARY MATERIALS RELATED TO MY WORK OR RESEARCH WITHOUT CHECKING THEM OUT OF THE LIBRARY:				
Colorado State Hospital	9.1	29.5	54.5	6.8
Fort Logan Mental Health Center	6.5	61.3	32.3	0.0
Wheatridge Home	20.0	40.0	35.0	5.0
(1 missing) Total:	10.5	42.1	43.2	4.2
C. CONSULT LIBRARY MATERIALS ON INTERESTS OUTSIDE OF MY INSTITUTIONAL WORK ASSIGNMENT:				
Colorado State Hospital	11.1	60.0	24.4	4.4
Fort Logan Mental Health Center	16.1	64.5	19.4	0.0
Wheatridge Home	40.0	40.0	20.0	0.0
(0 missing) Total:	18.8	57.3	21.9	2.1
D. CHECK MATERIALS OUT OF THE LIBRARY:				
Colorado State Hospital	8.9	15.6	68.9	6.7
Fort Logan Mental Health Center	10.0	36.7	50.0	3.3
Wheatridge Home	20.0	40.0	40.0	0.0
(1 missing) Total:	11.6	27.4	56.8	4.2

TABLE 14--Continued

	NEVER	SELDOM	OFTEN	VERY OFTEN
E. READ NEWSPAPERS AND/OR JOURNALS:				
Colorado State Hospital	17.8	33.3	42.2	6.6
Fort Logan Mental Health Center	25.8	45.2	25.8	3.2
Wheatridge Home	25.0	45.0	30.0	0.0
(0 missing) Total:	21.9	39.6	34.4	4.2
F. USE REFERENCE MATERIALS:				
Colorado State Hospital	8.9	40.0	44.4	6.7
Fort Logan Mental Health Center	12.9	61.3	25.8	0.0
Wheatridge Home	35.0	45.0	20.0	0.0
(0 missing) Total:	15.6	47.9	33.3	3.1
G. USE AUDIO-VISUAL MATERIALS:				
Colorado State Hospital	44.4	46.7	6.7	2.2
Fort Logan Mental Health Center	64.5	25.8	6.5	3.2
Wheatridge Home	50.0	35.0	15.0	0.0
(0 missing) Total:	52.1	37.5	8.3	2.1
H. ASSIGN MATERIALS FOR OTHERS TO STUDY:				
Colorado State Hospital	55.6	28.9	11.1	4.4
Fort Logan Mental Health Center	66.7	13.3	20.0	0.0
Wheatridge Home	63.2	15.8	21.1	0.0
(2 missing) Total:	60.6	21.3	16.0	2.1
I. REQUEST INTERLIBRARY LOAN OR OTHER BIBLIOGRAPHICAL SERVICES:				
Colorado State Hospital	28.9	35.6	33.3	2.2
Fort Logan Mental Health Center	32.3	51.6	16.1	0.0
Wheatridge Home	60.0	35.0	5.0	0.0
(0 missing) Total:	36.5	40.6	21.9	1.0
J. OTHER USES:				
Colorado State Hospital	50.0	0.0	50.0	0.0
Fort Logan Mental Health Center	50.0	50.0	0.0	0.0
Wheatridge Home	75.0	25.0	0.0	0.0
(78 missing) Total:	55.6	16.7	27.8	0.0
OVERALL RATING:	32.0	36.6	28.8	2.5

The area in which staff made the most use of their professional libraries was to check materials out, with a total 61 percent responding either OFTEN or VERY OFTEN in this area. The second area of frequent use staff made of the libraries was to consult materials that were work-related without checking them out of the library. Forty-seven percent reported a frequency of either OFTEN or VERY OFTEN. It is interesting to note here that the library surveys reported (see Table 12, Item B) that few materials were used in the library. It may be that more use of materials within the library was made than the librarians reported. It is an area in which it is difficult to keep accurate statistics.

The lowest levels of staff use of the library were in the areas of audiovisual materials and assigning materials for others to study. Almost 90 percent of the staff responded NEVER or SELDOM to frequency of use for audiovisual materials, and 82 percent to assigning materials for others to study. In the light of the fact that the three institutions had considerable involvement in in-service training programs, it is surprising to note that so little use of library materials was made here.

One other area of relatively little use was for staff to read or study their own materials. Since it is usually preferable for libraries to be used for library purposes, the fact that even 27 percent of staff used the library for this purpose either OFTEN or VERY OFTEN may not be desirable--especially when there was limited seating space. Staff also responded to a low frequency of use in using materials outside of their work assignment. Seventy-six percent responded either SELDOM or NEVER in this category of use of the library.

The staff librarians rated reference and interlibrary loan, along with data-base searching as important services, yet only 22 percent of the staff sample requested such service OFTEN, and only one percent VERY OFTEN. Thirty-six percent of the staff reported that they used reference materials either OFTEN or VERY OFTEN. This pattern of response did not reflect a heavy use of such materials--particularly where professional staff were involved. This usage pattern may, however, be a matter of availability. Only one of the libraries reported having over 100 reference titles (see Table 9, Item A). This same library also had the only record of VERY OFTEN respondents in the use of reference materials.

Overall frequency of use for total staff user responses was as follows: The greatest number of responses--36.6 percent--were in the SELDOM column; followed by 32 percent who responded NEVER for all items. Twenty-nine percent of the staff sample answered in the OFTEN column. VERY OFTEN received the fewest number of responses, with only 2.5 percent of the total. This data indicated that overall, less than one third of the staff made frequent use of the library and its materials and services.

It is useful in understanding and in the interpretation of such data to be aware of the fact that there is, according to pollsters (Eberhart, 1976), a "halo effect" associated with libraries. This library halo affects an individual's response to questionnaires about them. Since libraries are generally accepted as "good," respondents are more likely to overestimate their appraisal of use, materials, and services. At a national level people generally rate public libraries about a B-plus or 85 percent on a scale of 100.

Table Fifteen deals with the attitude of institutional staff toward the library. Respondents were asked to DISAGREE STRONGLY, DISAGREE, AGREE, or AGREE STRONGLY with both positively and negatively worded statements. These statements were mixed on the questionnaire, and are presented separately here for convenience in discussing the data.

TABLE 15

ATTITUDE TOWARD THE LIBRARY--
INSTITUTIONAL STAFF RESPONSE

Positively Worded Statements

	DISAGREE STRONGLY	DISAGREE	AGREE	AGREE STRONGLY
A. THE BUILDING STAFF IS THOROUGHLY INFORMED ABOUT LIBRARY PLANNING AND PROGRAMMING AND GIVEN AN OPPORTUNITY FOR INPUT:				
Colorado State Hospital	2.9	11.4	54.3	31.4
Fort Logan Mental Health Center	0.0	33.3	62.5	4.2
Wheatridge Home	20.0	26.7	53.5	0.0
(22 missing) Total:	5.4	21.6	56.8	16.2
B. THERE IS EASY AND EFFECTIVE ACCESSIBILITY TO THE INSTITUTIONAL LIBRARY FOR ALL STAFF MEMBERS:				
Colorado State Hospital	0.0	4.8	33.3	61.9
Fort Logan Mental Health Center	0.0	6.7	43.3	50.0
Wheatridge Home	5.3	26.3	63.2	5.3
(5 missing) Total:	1.1	9.9	42.9	46.2

TABLE 15--Continued

	DISAGREE STRONGLY	DISAGREE	AGREE	AGREE STRONGLY
C. THE MATERIALS AND EQUIPMENT IN THE LIBRARY ARE ORGANIZED AND ARRANGED FOR EFFECTIVE USE:				
Colorado State Hospital	0.0	0.0	40.5	59.5
Fort Logan Mental Health Cent.	0.0	0.0	58.1	41.9
Wheatridge Home	0.0	5.3	73.7	21.1
(4 missing) Total:	0.0	1.1	53.3	45.7
D. THERE IS AN ADEQUATE NUMBER OF LIBRARY MATERIALS TO SUPPORT THE INSERVICE TRAINING/EDUCATIONAL PROGRAM WITHIN THE INSTITUTION:				
Colorado State Hospital	2.6	28.9	52.6	15.8
Fort Logan Mental Health Cent.	3.4	41.4	51.7	3.4
Wheatridge Home	6.3	62.5	31.3	0.0
(13 missing) Total:	3.6	39.8	48.2	8.4
OVERALL RATING:	2.5	18.1	50.3	29.1

Negatively Worded Statements

	DISAGREE STRONGLY	DISAGREE	AGREE	AGREE STRONGLY
E. MATERIALS AND EQUIPMENT IN THE LIBRARY DO NOT REFLECT THE DEPTH AND VARIETY IN THE SELECTION NECESSARY TO SUPPORT STAFF NEEDS:				
Colorado State Hospital	7.1	21.4	52.4	19.0
Fort Logan Mental Health Cent.	0.0	41.4	44.8	13.8
Wheatridge Home	11.1	38.9	44.4	5.6
(7 missing) Total:	5.6	31.5	48.3	14.6

TABLE 15--Continued

Negatively Worded Statements

	DISAGREE STRONGLY	DISAGREE	AGREE	AGREE STRONGLY
F. THERE IS NOT ADEQUATE LIBRARY STAFF TO CARRY ON A SUFFICIENTLY LARGE VARIETY OF SERVICES:				
Colorado State Hospital	7.3	36.6	41.5	14.6
Fort Logan Mental Health Cent.	13.3	36.7	33.3	16.7
Wheatridge Home	57.9	31.6	10.5	0.0
(6 missing) Total:	20.0	35.6	32.2	12.2
G. THERE IS NOT AN ADEQUATE NUMBER OF LIBRARY MATERIALS TO SUPPORT THE NEEDS OF RESIDENTS/INTERNS STUDYING IN A FORMAL PROGRAM OUTSIDE THE INSTITUTION:				
Colorado State Hospital	8.8	32.4	41.2	17.6
Fort Logan Mental Health Cent.	9.1	50.0	40.9	0.0
Wheatridge Home	35.3	41.2	17.6	5.9
(23 missing) Total:	15.1	39.7	35.6	9.6
OVERALL RATING:	13.6	35.6	38.7	12.1

Generally, staff had a positive attitude toward the library when responding to positively worded statements. Eighty percent of the staff sample answered either in the AGREE or AGREE STRONGLY column for a total of all four positively stated items. Nearly 30 percent answered in the AGREE STRONGLY column--or the upper quarter of the scale. Respondents in the staff sample did not, however, indicate as positive an attitude toward negatively worded statements as they did toward positively worded ones. Negatively worded statements may have reduced halo effect.

For positively worded statements 99 percent of the staff sample agreed that the materials and equipment were organized and arranged for effective use, and 89 percent found the library accessible.

Seventy-three percent AGREED or AGREED STRONGLY that the building staff were thoroughly informed about library planning and programming, and that they were given an opportunity to input. However, there were 22 missing responses for this item, which suggested that there may have been some problem in the way it was worded.

The one item of the positively worded statements with which respondents did not agree as strongly, was the last. Here only 56 percent agreed that there were an adequate number of library materials to support the in-service training/educational programs within the institution.

Negatively worded statements dealt, to a large extent, with the adequacy of staff, services, and materials in the library. There was almost an even split between the total responses on either side of the AGREE/DISAGREE scale for three items. The DISAGREE side of the scale for negatively worded statements represents the upper or desirable end of the scale.

For negatively worded statements, only 37 percent of the respondents disagreed with the statement that materials and equipment in the library did not reflect the depth and variety of the selection necessary to support staff needs. This response was one of the clearest indications that the staff library materials collections needed upgrading. In addition, 55 percent of the staff sample disagreed with the statement that there was not adequate library staff to carry out a sufficient number of services, and 55 percent disagreed that there was not an adequate number of library materials to support the needs of residents/interns studying in a formal program outside the institution.

In summary, the data from Table Fifteen on staff attitude indicated that while the staff were favorably disposed toward the libraries in a general way, they perceived weaknesses in the collections. These lacks appeared to be where their own professional needs were concerned and also where the needs of the educational programs were involved. Staff responded to positively worded statements more positively than to negatively worded statements. The latter may have helped to offset the halo effect discussed earlier.

A third measure of staff satisfaction was their response to the quality of library services. Staff were asked to rate various library services, POOR, FAIR, GOOD, or EXCELLENT. The frequency of their responses appears in Table Sixteen.

TABLE 16

QUALITY OF LIBRARY SERVICES
INSTITUTIONAL STAFF RESPONSE.

	POOR	FAIR	GOOD	EXCELLENT
A. HAVING THE MATERIALS I NEED TO SUPPORT JOB PERFORMANCE IN THE INSTITUTION:				
Colorado State Hospital	2.5	10.0	57.5	30.0
Fort Logan Mental Health Center	3.6	32.1	42.9	21.4
Wheatridge Home	15.8	63.2	21.1	0.0
(9 missing) Total:	5.7	28.7	44.8	20.7
B. HOURS OF OPENING:				
Colorado State Hospital	7.1	9.5	61.9	21.4
Fort Logan Mental Health Center	0.0	36.7	53.3	10.0
Wheatridge Home	50.0	33.3	16.7	0.0
(6 missing) Total:	13.3	23.3	50.0	13.3
C. LOCATION ASSISTANCE: ANSWERS TO QUESTIONS, "WHERE WILL IF FIND..."				
Colorado State Hospital	0.0	2.4	23.8	73.8
Fort Logan Mental Health Center	0.0	0.0	24.1	75.9
Wheatridge Home	10.5	21.1	63.2	5.3
(6 missing) Total:	2.2	5.6	32.2	60.0
D. AVAILABILITY ASSISTANCE: ANSWERS TO QUESTIONS, "DOES THE LIBRARY HAVE...?":				
Colorado State Hospital	0.0	0.0	28.6	71.4
Fort Logan Mental Health Center	0.0	3.3	20.0	76.7
Wheatridge Home	10.5	31.6	52.6	5.3
(5 missing) Total:	2.2	7.7	30.8	59.3
E. GUIDANCE IN THE USE OF REFERENCE BOOKS:				
Colorado State Hospital	0.0	0.0	26.2	73.8
Fort Logan Mental Health Center	0.0	3.4	48.3	48.3
Wheatridge Home	15.8	31.6	47.4	5.3
(6 missing) Total:	3.3	7.8	37.8	51.1

TABLE 16--Continued

	POOR	FAIR	GOOD	EXCELLENT
F. INTERLIBRARY LOAN SERVICES:				
Colorado State Hospital	0.0	0.0	47.2	52.8
Fort Logan Mental Health Center	0.0	17.4	47.8	34.8
Wheatridge Home	15.4	46.2	30.8	7.7
(24 missing) Total:	2.8	13.9	44.4	38.9
G. GUIDANCE IN THE USE OF AUDIOVISUAL EQUIPMENT AND MATERIALS:				
Colorado State Hospital	0.0	6.7	50.0	43.3
Fort Logan Mental Health Center	0.0	27.3	63.6	9.1
Wheatridge Home	18.2	27.3	54.5	0.0
(44 missing) Total:	3.8	15.4	53.8	26.9
H. COURTESY TOWARD INSTITUTIONAL STAFF:				
Colorado State Hospital	0.0	0.0	7.1	92.9
Fort Logan Mental Health Center	0.0	0.0	16.7	83.3
Wheatridge Home	0.0	0.0	58.8	41.2
(7 missing) Total:	0.0	0.0	20.2	79.8
I. REFERENCE ASSISTANCE: ANSWERS TO QUESTIONS, "WHERE CAN I FIND INFORMATION ABOUT...OR THE ANSWER TO...":				
Colorado State Hospital	0.0	0.0	23.8	76.2
Fort Logan Mental Health Center	0.0	6.7	53.[illegible]	40.0
Wheatridge Home	6.3	25.0	56.[illegible]	12.5
(4 missing) Total:	1.1	6.8	39.8	52.3
J. BIBLIOGRAPHICAL ASSISTANCE: PROVIDING A LIST OF SOURCES ON A SPECIFIC TOPIC:				
Colorado State Hospital	0.0	0.0	37.5	62.5
Fort Logan Mental Health Center	4.3	8.7	60.9	26.1
Wheatridge Home	26.7	46.7	20.0	6.7
(18 missing) Total:	6.4	11.5	41.0	41.0
K. AVAILABILITY OF LIBRARIAN, ETC.:				
Colorado State Hospital	0.0	2.4	35.7	61.9
Fort Logan Mental Health Center	0.0	3.4	55.2	41.4
Wheatridge Home	31.3	56.3	12.5	0.0
(9 missing) Total:	5.7	12.6	37.9	43.7
OVERALL RATING:	4.2	12.1	39.3	44.3

The data in Table Sixteen suggested that, for the most part, institutional staff were satisfied with most of the services provided. Positive responses ranged from between 80 to 100 percent for most items. Two items were exceptions and did not fare as well. Only 65.5 percent of the respondents in the staff sample indicated that having the materials they needed to support job performance in the institution were either GOOD or EXCELLENT, and only 63 percent rated the hours of opening on the upper half of the scale. On the other hand 92 percent thought location assistance GOOD or EXCELLENT--with a large 60 percent rating such assistance EXCELLENT. Ninety percent of the staff sample responded similarly to availability assistance, with about the same split between GOOD and EXCELLENT. Guidance in the use of reference books faired about as well with only slightly fewer responses falling into the GOOD rather than the EXCELLENT column.

Eighty-three percent of the staff respondents found interlibrary loan services either GOOD or EXCELLENT. The 24 missing observations on this item raise questions as to whether respondents were familiar with the service and/or the terminology associated with it. Eighty percent rated guidance in the use of audiovisual equipment and materials as either GOOD or EXCELLENT--again with a large number of missing observations. One hundred percent rated courtesy toward institutional staff either GOOD or EXCELLENT with 80 percent rating such courtesy EXCELLENT. Ninety-two percent rated reference assistance at the upper end of the scale--that is, either GOOD or EXCELLENT; 82 percent, bibliographical assistance; and 81 percent, the availability of the librarian.

In summary, the data from Table Seventeen suggested that staff were, for the most part, well satisfied with the services offered in the staff libraries. Total responses for satisfaction with library services were as follows: The largest number of responses--44 percent were in the EXCELLENT column. Thirty-nine percent were in the GOOD column; 23 percent in the FAIR column, and only four percent of the total responses were POOR.

It is important to also point out here that certain professional activities, such as helping staff to find answers to questions, locate information, provide bibliographical and reference assistance, and the like, were rated higher in the two libraries where there were professionally trained librarians than in the library with an untrained person. A professional librarian does much more than organize and circulate a collection of materials. This distinction was a major difference in the ability of even professional staffs, who probably had competent library skills, to access the information they needed to support their work.

The two areas of service which were not rated as high as others were, hours of opening and having materials which supported job performance. Hours of opening were necessarily limited due to the lack of staff in the libraries. Institutional staff respondents also rated their satisfaction with library materials as INADEQUATE, LESS THAN ADEQUATE, ADEQUATE, or VERY ADEQUATE. The frequency of their responses appears in Table Seventeen.

TABLE 17

ADEQUACY OF LIBRARY MATERIALS
INSTITUTIONAL STAFF RESPONSE

	INADEQUATE	LESS THAN ADEQUATE	ADEQUATE	VERY ADEQUATE
A. REFERENCE SOURCES:				
Colorado State Hospital	2.3	21.4	52.4	23.8
Fort Logan Mental Health	0.0	33.3	66.7	0.0
Wheatridge Home	6.3	50.0	43.8	0.0
(8 missing) Total:	2.3	30.7	55.7	11.4
B. OTHER BOOK SOURCES:				
Colorado State Hospital	2.4	28.6	52.4	16.7
Fort Logan Mental Health	0.0	44.8	48.3	6.9
Wheatridge Home	6.7	66.7	26.7	0.0
(10 missing) Total:	2.3	40.7	46.5	10.5
C. PAMPHLETS:				
Colorado State Hospital	2.9	22.9	60.0	14.3
Fort Logan Mental Health	0.0	26.3	68.4	5.3
Wheatridge Home	7.1	35.7	50.0	7.1
(28 missing) Total:	2.9	26.5	60.3	10.3
D. JOURNALS/NEWSPAPERS:				
Colorado State Hospital	2.6	26.3	50.0	21.1
Fort Logan Mental Health	0.0	48.0	48.0	4.0
Wheatridge Home	13.3	20.0	66.7	0.0
(18 missing) Total:	3.8	32.1	52.6	11.5

TABLE 17--Continued

	INADEQUATE	LESS THAN ADEQUATE	ADEQUATE	VERY ADEQUATE
E. AUDIO-VISUAL EQUIPMENT:				
Colorado State Hospital	6.7	26.7	53.3	13.3
Fort Logan Mental Health	0.0	15.4	76.9	7.7
Wheatridge Home	8.3	16.7	75.0	0.0
(41 missing) Total:	5.5	21.8	63.6	9.1
F. AUDIO-VISUAL MATERIALS:				
Colorado State Hospital	3.4	31.0	55.2	10.3
Fort Logan Mental Health	0.0	33.3	58.3	8.3
Wheatridge Home	15.4	30.8	53.8	0.0
(42 missing) Total:	5.6	31.5	55.6	7.4
G. OTHER:				
Colorado State Hospital	0.0	33.3	66.7	0.0
Fort Logan Mental Health	0.0	0.0	0.0	0.0
Wheatridge Home	0.0	0.0	0.0	0.0
(93 missing) Total:	0.0	33.3	66.7	0.0
OVERALL RATING:	3.2	30.9	57.3	8.6

Staff respondents were not as satisfied with the adequacy of library materials as they were with library services. Sixty-seven percent of the respondents felt that reference sources were ADEQUATE or VERY ADEQUATE, with only eleven percent in the latter category. Other Book Sources received the lowest number of adequate responses. Only 57 percent of respondents felt that book sources were either ADEQUATE or VERY ADEQUATE--with ten percent rating book sources VERY ADEQUATE. Pamphlets were rated either ADEQUATE or VERY ADEQUATE by 70 percent of the staff sample. Here again, only ten percent found the pamphlet collection VERY ADEQUATE.

Based on the national library standards the journals and newspaper collections looked relatively adequate, so it was interesting to find that only 64 percent of the staff rated these material resources either ADEQUATE or VERY ADEQUATE. Twenty-one percent of the staff at Colorado State Hospital, however, rated their collection VERY ADEQUATE. The CATE library collection more than met the minimum standards set for journals.

One of the interesting points in this table is that 73 percent of the respondents indicated that the audiovisual equipment was either ADEQUATE or VERY ADEQUATE when the libraries had almost none available. The 41 missing observations may have been an indication that respondents did not see the question as relevant or had some other problems with it. It is possible that the rating may have been based on equipment availability generally, rather than that which was only in the library. Respondents may have also viewed equipment as adequate for the number of materials which were available--these also being few in number.

Sixty-three percent of the respondents felt that audiovisual materials were ADEQUATE or VERY ADEQUATE, although only seven percent felt that they were VERY ADEQUATE. In view of the limited materials available in the staff libraries, it was surprising to find even this high percentage of responses in the upper half of the scale. It may have been that, here again, respondents were unable to distinguish between materials available in the library and those available in the separate audiovisual departments--although instructed to do so. The large number of missing observations suggested that there were problems with the item. Staff may not have seen such materials as significant sources of information in their areas of work.

Total responses for staff satisfaction with the adequacy of library materials were as follows: Only three percent of the total responses were listed as INADEQUATE. Thirty-one percent were LESS THAN ADEQUATE--which means that one third of the respondents found the materials collection to lack adequacy. Fifty-seven percent felt that the materials collection as a whole was ADEQUATE, and only eight percent ranked it VERY ADEQUATE. This data suggested that while the staff library collections needed some upgrading, they were not regarded by most of the staff as inadequate.

To summarize the four tables on institutional staff satisfaction: Responses indicated that the three institutional libraries as a whole were not heavily used, although staff had a generally favorable attitude toward them and a high regard for the services offered. The hours of opening was one area of service dissatisfaction with staff, and the materials collection needed some improvement.

The weakest part of the collection appeared to have been in the area of basic information sources which supported staff performance on the job, in addition to professional journals. There also appeared to be a need for more materials which related to educational and in-service training programs. Pamphlet and reference resources could use some upgrading. Audiovisual materials and equipment were rated adequate in spite of the fact that they were few in numbers in the libraries. Such ratings may have been due to the fact that some materials were available in separate audiovisual departments. It is also likely that since such materials represented a relatively new source of information, and that the majority of the staff respondents in this sample had been employed by the institution for some period of time, that staff were not aware of the important contribution currently being made to medical information through these alternative formats.

The satisfaction data have been discussed in this section in terms of frequency response for all libraries. The next section will deal with differences in staff response based on type of staff.

2. Staff Satisfaction: Crosstabulation and Chi-Square Analysis

In addition to analysis of the satisfaction data based on frequency of response discussed above, crosstabulations were carried out for each satisfaction item based on respondent position and length of stay in the institution. The purpose of such analysis was to determine whether administrative staff answered satisfaction items differently from professional staff, for example, and so on. Crosstabulations were run for the following positions in the institutions: administrative, professional, support staff, students/interns, and other. The latter two groups had insufficient numbers in their cells to provide meaningful data. Using chi-square analysis no significant differences were found for any of the items on the satisfaction instrument based on the type of position the respondent held in the institution. No one professional group appeared to be more or less satisfied on any item regarding the staff libraries than any other group.

Crosstabulations were also run for each satisfaction item based on length of employment. Periods of staff employment time tabulated were as follows: one year or less, two to three years, six to ten years, and eleven or more years. Using chi-square analysis, no significant differences were found for any of the satisfaction items based on the respondent's length of stay in the institution. Neither length of stay nor the position of the individual appeared to be factors in the degree of satisfaction expressed by staff. The next section will deal with differences in staff satisfaction response based on library.

3. Staff Satisfaction: Analysis of Variance

The data on institutional staff satisfaction have been discussed above in terms of item frequency for total staff response from all three institutional libraries. Crosstabulations using chi-square provided a means to determine item-by-item differences of total staff response based on position in the institution and length of time employed. Analysis of variance provided a means to determine differences in staff satisfaction among the three institutional libraries. Analysis of variance was used to determine differences in staff satisfaction responses by library for item totals in the following areas:

a) frequency of library use, b) attitude toward library policies, c) degree of excellence of the services offered, and d) adequacy of collection.

Multiple comparisons were made using the Newman-Keuls formula:

$$s_{\bar{x}} = \sqrt{s_w^2 / \bar{n}_h}$$

for a studentized range with a harmonic mean of n. The Newman-Keuls procedure was used in order to avoid a Type II error--or the possibility of finding no difference when difference did in fact exist (Ferguson, 1971). Results of analysis of variance for the four areas of satisfaction noted above are presented in Tables Eighteen through Twenty-One.

The results of data analysis indicated that there was a significant difference among the three staff libraries regarding staff use. The tabulation for analysis of variance for staff use of libraries appears in Table Eighteen.

TABLE 18

ANALYSIS OF VARIANCE

FREQUENCY OF USE--
INSTITUTIONAL STAFF

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIG.
BETWEEN GROUPS	237.568	2	118.784	5.103	0.0079
WITHIN GROUPS	2164.672	93	23.276		

(0 missing)

The staff sample from Colorado State Hospital were the most frequent users of the library, followed by staff from Fort Logan, and lastly Wheatridge Home and Training School. Using the Newman Keuls formula with $n_h = 29$, significance was found between CATE and Fort Logan and between CATE and Wheatridge. No significant difference was found between Fort Logan and Wheatridge staff use.

The results of analysis of variance indicated that there was also a significant difference in staff attitude toward the institutional libraries among the three agencies. The tabulation for analysis of variance for staff attitude appears in Table Nineteen.

TABLE 19

ANALYSIS OF VARIANCE--
ATTITUDE TOWARD LIBRARY
INSTITUTIONAL STAFF

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIG.
BETWEEN GROUPS	301.110	2	150.555	9.031	0.0003
WITHIN GROUPS	1483.629	89	16.670		

(4 missing)

The staff sample from Colorado State Hospital were the most positive in their attitude toward the library, followed by those from Fort Logan, and lastly Wheatridge Home and Training School. Using the Newman Keuls formula with $n_h = 28$, significant difference was found between Wheatridge and Fort Logan and between Wheatridge and CATE. No significant difference was found between Fort Logan and CATE.

The results of analysis of variance indicated that there was a highly significant difference in staff satisfaction with library services among the three professional libraries. The tabulation for analysis of variance for staff satisfaction with library services appears in Table Twenty below.

TABLE 20

ANALYSIS OF VARIANCE-- SATISFACTION WITH LIBRARY SERVICES

INSTITUTIONAL STAFF

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIG.
BETWEEN GROUPS	2842.271	2	1421.135	51.976	0.0
WITHIN GROUPS	2433.469	89	27.342		
(4 missing)					

The staff sample from Colorado State Hospital were the most satisfied with library services, followed by those from Fort Logan, and lastly Wheatridge Home and Training School. Using the Newman Keuls formula with $n_h = 28$, all three libraries were found to be significantly different from one another in staff satisfaction with the adequacy of library materials.

Lastly, the results of analysis of variance indicated that there was a significant difference among the three professional libraries in staff satisfaction with library materials. The tabulation for analysis of variance for staff satisfaction with materials appears in Table Twenty-One.

TABLE 21

ANALYSIS OF VARIANCE-- SATISFACTION WITH LIBRARY MATERIALS

INSTITUTIONAL STAFF

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIG.
BETWEEN GROUPS	200.780	2	100.390	4.140	0.0192
WITHIN GROUPS	2061.300	85	24.251		
(8 missing)					

The staff sample from Colorado State Hospital were the most satisfied group, followed by those from Wheatridge, and lastly Fort Logan. Using the Newman Keuls formula with $n_h = 25$, significant difference was found between Fort Logan and CATE. No significant difference was found between Wheatridge and either CATE or Fort Logan.

Findings based on the results of analysis of variance suggested that the staff at Colorado State Hospital were the most satisfied with their library. CATE staff differed significantly from either one or both of the other agency staffs in all four satisfaction areas: frequency of library use, attitude toward the library, and in evaluation of materials and services. To review the findings from the results of analysis of variance for the satisfaction data: CATE staff were the most frequent users of the professional library. Significant differences were found for frequency of use between CATE staff and staff at Fort Logan, and between CATE staff and those at Wheatridge. No significant difference was found between Fort Logan staff frequency of library use and Wheatridge staff use.

Second, Wheatridge staff had the least positive attitude toward the library. Significant difference was found for staff attitude between Wheatridge staff and Fort Logan staff, and between Wheatridge staff and CATE personnel. No significant difference was found between CATE and Fort Logan staffs.

Third, CATE staff were the most satisfied with library services followed by Fort Logan, and then Wheatridge staffs. Significant differences were found among all three agencies for staff evaluation of services. Fourth and last, Fort Logan staff were the least satisfied with the library's materials collection. Significant difference was found between CATE and Fort Logan staff evaluation of materials and equipment. No difference was found between Wheatridge and CATE staffs or Wheatridge and Fort Logan staffs. Some generalizations and tentative conclusions may be drawn from the results of analysis of the satisfaction data when examined in relation to the quantity of materials and equipment in the staff libraries and the quality of their services.

4. Interpretation of the Results of Data Analysis

The staff library with the highest quantitative score was Colorado State Hospital, which was followed in rank by Fort Logan, and then Wheatridge. It was not possible to determine whether the differences among these libraries were significant, since there were too few cases for analysis of the data. Nonetheless, it appears likely to assume that the difference in overall staff satisfaction response between CATE staff and other library staffs may have been based on CATE library having a stronger materials collection, along with a more aggressive pattern of service.

Differences among the other library satisfaction responses may also be similarly interpreted, although with less certainty. For example, staff attitude at Wheatridge was the least positive and significantly different from the other two libraries. Wheatridge library had a lower qualitative score than CATE, and a higher score than Fort Logan. The one factor which may have contributed to Wheatridge staff attitude was the lack of a professionally trained librarian on staff. Wheatridge staff rated certain library services involving professional competencies, such as the retrieval of information, location assistance, reference and bibliographical work, lower than the other two agency staffs with professional librarians.

In the evaluation of library services, CATE staff were the most satisfied, followed by Fort Logan, and then Wheatridge. All of the libraries differed significantly from one another. A similar range of differences were found for the quantitative, but not the qualitative variables in the study. Here again, staffing patterns may have been a factor in staff satisfaction. CATE library had the most staff, along with a professionally trained librarian and an aggressive pattern of service. Fort Logan had a professionally trained librarian, and Wheatridge, a para-professional.

Fort Logan staff were the least satisfied with their materials collection. The collection was smaller than at CATE library, and may have been out-of-date, or staff may not have been sufficiently involved in selection and collection building.

In summary, what appears important in the interpretation of the data, is that where there was a strong program of service, and a relatively good collection of materials, staff also had a more positive attitude toward the library and made more use of it. In addition, there was also some indication that a professionally trained librarian and support staff may have made the difference in staff satisfaction with and use of the library and its services. Increased use of materials by staff may ultimately benefit patient treatment and care.

This section has dealt with the materials and services available in three staff libraries. The data have been compared with national library standards and analyzed for frequency and differences in user satisfaction response. In addition to these library services and materials, the three institutions also provided audiovisual services and materials which were separately housed and administered. These services are described in the next section.

E. Institutional Audiovisual Services

1. Audiovisual Holdings

Data in this section were collected using the "Audiovisual Survey." Other data related to staff response on the separation of audiovisual and library services collected using the satisfaction instrument, are also presented in this section. Staff responses were based on items ten and eleven--"a" through "f" on the "Institutional Staff Library User Survey."

Audiovisual services which were separate from the library were maintained in Colorado State Hospital, Fort Logan Mental Health Center, and Wheatridge Home and Training School. These services were located in separate quarters and were open 21 to 46 hours a week for all three agencies. They were open weekdays only, although one agency reported other times "by arrangement." The collections were mainly organized by size and format. One agency reported 80 percent of the materials were organized by topic, and 20 percent were classified.

Selection of audiovisual materials involved state consultants in one agency, professional educators, institutional staff, and the Director of Media Services in all three agencies. Sources used to aid selection included publishers' catalogs--listed by all three agencies, review sources--listed by two, and by previewing materials --listed by one agency. Materials were purchased through a distributor/producer and were usually put out to bid.

Audiovisual services had the following personnel: Colorado State Hospital had one part-time professional and two full-time paraprofessionals; Fort Logan Mental Health Center had one full-time professional, and one part-time para-professional; Wheatridge Home and Training School had one full-time para-professional and one part-time para-professional. Not only did the number of personnel vary from agency to agency, but also the amount of the budget. CATE expenditures during the last reporting year were $500.00 for materials. CATE reported no expenditures for equipment, supplies, or personnel. Fort Logan reported total expenditures for the same period of just under $20,000, including personnel, and supplies, but nothing for materials or capital outlay. Wheatridge did not report an audiovisual budget. The numbers of audiovisual materials available in these collections appears in Table Twenty-Two below.

TABLE 22

INSTITUTIONAL AUDIO-VISUAL MATERIALS

	0-24	25-99	100-299	OVER 300
A. SOUND/SLIDE OR FILMSTRIP SETS WITH SOUND				
Colorado State Hospital		X		
Fort Logan Mental Health	X			
Wheatridge Home		X		
Percent	33.3	66.6	0.0	0.0

TABLE 22--Continued

		0-24	25-99	100-299	OVER 300
B. SEPARATE RECORDINGS:					
Colorado State Hospital		-	-	-	-
Fort Logan Mental Health				X	
Wheatridge Home					X
(1 missing)	Percent	0.0	0.0	50.0	50.0
C. KITS AND GAMES:					
Colorado State Hospital		-	-	-	-
Fort Logan Mental Health		X			
Wheatridge Home			X		
(1 missing)	Percent	50.0	50.0	0.0	0.0
D. 8MM and 16MM FILMS:					
Colorado State Hospital		X			
Fort Logan Mental Health			X		
Wheatridge Home				X	
	Percent	33.3	33.3	33.3	0.0
E. PICTURES, INCL. STUDY PRINTS:					
Colorado State Hospital		-	-	-	-
Fort Logan Mental Health		X			
Wheatridge Home			X		
(1 missing)	Percent	50.0	50.0	0.0	0.0
F. SILENT SLIDE AND FILMSTRIP SETS:					
Colorado State Hospital		-	-	-	-
Fort Logan Mental Health		X			
Wheatridge Home				X	
(1 missing)	Percent	50.0	0.0	50.0	0.0
G. VIDEO TAPES:					
Colorado State Hospital		X			
Fort Logan Mental Health		X			
Wheatridge Home			X		
	Percent	66.6	33.3	0.0	0.0

TABLE 22--Continued

	0-24	25-99	100-299	OVER 300
H. MAPS (UNBOUND)				
Colorado State Hospital	-	-	-	-
Fort Logan Mental Health	X			
Wheatridge Home	X			
(1 missing) Percent	100.0	0.0	0.0	0.0
I. OTHER: (MODELS, REALIA)				
Colorado State Hospital	-	-	-	-
Fort Logan Mental Health	X			
Wheatridge Home	X			
(1 missing) Percent	100.0	0.0	0.0	0.0

All three agencies reported having less than 100 sound/slide or filmstrip sets, and one reported less than 25. One agency indicated over 300 recordings, one had between 100 to 299, and CATE did not report holdings. Only Wheatridge reported having kits and games. They also reported having 100-299 films. The others had less, with one agency reporting less than 25 films. Pictures and study prints were also few in number as were silent slide and filmstrip sets. Only one agency reported having between 100-299 sets. Video tapes were limited as were maps.

Compared to the audiovisual holdings in the staff libraries, the separate audiovisual services had more variety and greater numbers of materials. They did not, however, have what constituted large holdings for the number of personnel served. Most of the items numbered under 300, with the exception of recordings. Available equipment is noted in Table Twenty-Three.

TABLE 23

INSTITUTIONAL AUDIO-VISUAL EQUIPMENT

	NONE	1-5	6-12	OVER 12
A. SLIDE PROJECTORS:				
Colorado State Hospital		X		
Fort Logan Mental Health		X		
Wheatridge Home		X		
Percent	0.0	100.0	0.0	0.0

TABLE 23--Continued

	NONE	1-5	6-12	OVER 12
B. FILMSTRIP PROJECTORS:				
Colorado State Hospital		X		
Fort Logan Mental Health		X		
Wheatridge Home		X		
Percent	0.0	100.0	0.0	0.0
C. VIDEO PLAYBACK UNITS:				
Colorado State Hospital		X		
Fort Logan Mental Health		X		
Wheatridge Home		X		
Percent	0.0	100.0	0.0	0.0
D. AUDIO PLAYERS:				
Colorado State Hospital		X		
Fort Logan Mental Health			X	
Wheatridge Home				X
Percent	0.0	33.3	33.3	33.3
E. FILM PROJECTORS:				
Colorado State Hospital		X		
Fort Logan Mental Health			X	
Wheatridge Home			X	
Percent	0.0	33.3	66.6	0.0
F. SLIDE AND/OR FILMSTRIP VIEWERS:				
Colorado State Hospital		X		
Fort Logan Mental Health		X		
Wheatridge Home		X		
Percent	0.0	100.0	0.0	0.0
G. TYPEWRITERS:				
Colorado State Hospital		X		
Fort Logan Mental Health		X		
Wheatridge Home		X		
Percent	0.0	100.0	0.0	0.0

TABLE 23--Continued

		NONE	1-5	6-12	OVER 12
H. MUSICAL INSTRUMENTS/RADIOS:					
Colorado State Hospital					
Fort Logan Mental Health		X			
Wheatridge Home			X		
(1 missing)	Percent	50.0	50.0	0.0	0.0
I. TEACHING MACHINES:					
Colorado State Hospital					
Fort Logan Mental Health		X			
Wheatridge Home			X		
(1 missing)	Percent	50.0	50.0	0.0	0.0
J. OTHER: (LANGUAGE MASTER)					
Colorado State Hospital					
Fort Logan Mental Health					
Wheatridge Home			100.0		
(2 missing)	Percent	0.0	100.0	0.0	0.0

All of the agencies reported having one to five slide and/or filmstrip projectors and video playback units. One had over twelve audio players, one had six to twelve, and one agency had one to five audio players. Two agencies reported six to twelve film projectors, and one had one to five projectors. All agencies reported having one to five slide and/or filmstrip viewers and typewriters. Only Wheatridge indicated musical instruments, radios or teaching machines.

Compared to the staff libraries, audiovisual services had considerably more equipment, including both projection and viewing equipment. Projection equipment is most often used for classroom presentations or other large audience groups; whereas, viewing equipment is most often used in libraries or for individual classrooms and small group presentation. With the exception of teaching machines, radios, and musical instruments, all agencies reported having at least one or more of all items listed. Table Twenty-Four covers the audiovisual services provided by these departments.

TABLE 24

INSTITUTIONAL AUDIO-VISUAL SERVICES

	0-999	1000-1999	2000-2999	OVER 3000
A. NUMBERS OF AUDIOVISUAL MATERIALS LOANED TO STAFF PER YEAR:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0

	0-150	151-299	300-500	OVER 500
B. AUDIOVISUAL ITEMS BORROWED FROM OUTSIDE THE INSTITUTION:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0

	0-499	500-1499	1500-4500	OVER 4500
C. TIMES STAFF RECEIVED AID IN SELECTING AUDIOVISUAL MATERIALS:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0

	0-249	250-499	500-750	OVER 750
D. 8MM OR 16MM FILMS AND/OR VIDEO TAPES BORROWED:				
Colorado State Hospital	X			
Fort Logan Mental Health	X			
Wheatridge Home	X			
Percent	100.0	0.0	0.0	0.0

The number of audiovisual materials loaned to staff were under 1000 in all of the agencies. Items borrowed from outside the institution were less than 150. Times that staff received aid in selecting audiovisual materials were less than 500 for all agencies, and all borrowed less than 250 films and/or video tapes.

In addition to the data which appears in Table Twenty-Four, agencies were also asked to indicate percentages based on where borrowed film/tape originated. One agency checked "Other" and defined special producers and rental, a second agency indicated that 95 percent originated within the institution, one percent came from the local public library, and four percent from a free loan medical library. The third agency noted that 40 percent were borrowed from within the institution, 15 percent from the State Library collection, five percent from the local public library, and 40 percent from "other" defined as commercial sources. This data suggested that public and State Library film collections were not primary sources of film for staff libraries. Only Wheatridge made use of the State Library film collection, and this use was probably for residents as opposed to staff. This supposition was supported by service patterns described in the next paragraph.

Two of the agencies provided some direct audiovisual service to residents in the institutions. Only Colorado State Hospital did not. All audiovisual departments were involved in the production of materials. The ways in which such production services were seen to serve institutional needs were listed as follows: treatment review, in-care examples, taping an occasional significant speaker, public information, providng training materials, preparing budget charts, and program presentations. The percentage of staff time spent in various audiovisual activities is noted in Table Twenty-Five.

TABLE 25

AUDIOVISUAL ACTIVITIES
PERCENT OF STAFF TIME

ACTIVITY	DATE	FT. LOGAN	RIDGE
Production of Materials	10	40	10
Maintenance of Equipment and Materials	7	5	10
Materials Selection and Review	7	10	5
Materials Distribution	7	5	25
Other	69	40	50

For the most part, personnel in audiovisual services were engaged in activities other than those involving materials selection and distribution, with the exception of Ridge There, distribution constituted 25 percent of total staff time. The amount of staff time spent in production activities was also limited except at Fort Logan, where 40 percent of staff time was spent in such activity. The major portion of staff time was spent in activities "Other" than the ones noted above. All three agencies indicated that the major contribution of audiovisual services to the institution were in-service training.

In summarizing the materials collection, equipment and services provided by the separate agency audiovisual departments, there appeared to be a broader range of media available than in the staff libraries, but there was not a great deal of depth. There also appeared to be adequate equipment to support the audiovisual materials available. Services related to the selection, organization, and distribution of materials were limited. Production services were also limited except in one case. The primary activity for staff in these departments was education and/or in-service training programs. Staff reaction to these services and their separation from library materials and services is reported below.

2. Staff Response to Audiovisual Services

Staff respondents were asked to answer four questions related to audiovisual services either "YES" or "NO". In addition, they were also asked to answer three open-ended questions on the topic. Too few respondents answered the three open-ended questions to provide meaningful information; therefore, only the data involving the YES/NO answers is reported here.

Staff were first asked whether audiovisual materials and equipment were housed in the library in the institution. To the question, "Are audio-visual materials and equipment housed in the library in this institution?" staff responded as follows: 50 percent of the respondents from all institutions answered YES, and 50 percent answered NO. Although all libraries had some audiovisual materials, half of the staff were apparently not aware of this fact. Their responses may have reflected the limited numbers of such materials available in the library, or staff did not associate libraries with other than printed resources. Seventy-five percent of the CATE sample, however, indicated that their staff library had audiovisual materials. There were 46 missing observations--that is, persons who did not answer the question.

Staff were also asked about access to audiovisual materials through the staff library. To the question, "Do you have access to audio-visual materials through the library; that is, are they listed in the card catalog or in a separate file or listing available in the library?" staff responded as follows: 39 percent answered YES, and 61 percent answered NO. All the audiovisual departments had separately printed lists or files of their materials. Staff response indicated that these lists were probably not available to staff through the library, or staff were not aware of them. Seventy-eight percent of the respondents at CATE answered YES to this question. There were 68 missing observations.

To the question, "Do you have access to audiovisual equipment through the library? For example, is equipment checked out to you through the library or scheduled for use in a specific area through the library? staff answered as follows: 31 percent answered YES, and 69 percent answered NO. One hundred percent of the staff at Fort Logan answered NO to this question, as did 70 percent of those at Ridge. There were 64 missing observations.

Lastly, to the question, "Do you feel that the separation of audiovisual materials and equipment from library resources meets your needs?" staff answered as follows: 72 percent answered YES, and 28 percent answered NO. The distribution across the three agencies was about equal for all three groups of respondents. Fort Logan staff were the least dissatisfied with this separation of materials resources, followed by CATE staff, and then Ridge. There were 64 missing observations.

In summary, total staff response indicated that half of these respondents did not realize that audiovisual materials were available in the library. Less than half indicated that they had access to the materials through printed lists or other means through the library, and less than a third indicated access to audiovisual equipment through library services. In spite of this lack of central access to all types of materials and equipment, staff indicated that they were, for the most part, satisfied with the arrangement. There were a number of missing observations, which may have been due in part to the fact that these questions were on the last page of a five-page questionnaire. However, since there were also a number of missing observations related to questions about adequacy of audiovisual materials and equipment near the front of this same questionnaire, it may have been that staff response was based on a lack of familiarity with these newer resources.

F. Chapter Summary

This chapter has covered the results of data collection and analysis related to three staff libraries and three separate audiovisual services. The institutions involved served staff working primarily with the emotionally disturbed and the developmentally disabled. The three institutions involved had training and educational programs as well as providing resident care. No direct institutional library service was provided to staff in Youth Services, community based programs, or the State Home and Training School at Grand Junction.

The three available staff libraries received a disproportionately small share of the total institutional budget, nor had this amount increased to keep pace with rising inflation. Overall per capita institutional expenditure, however, has risen steadily over the past three years.

The materials collections in the three staff libraries had their greatest strength in numbers of the classified book collection, followed by pamphlets and microforms. There was very little in the way of the newer audiovisual media or equipment in the libraries. The professional libraries all offered traditional library services. They were staffed, two of them with professional personnel, who worked full time. The third library had a full-time para-professional worker. The libraries were open week days only and around 40 hours a week or less. Seating space was limited.

The library data was compared with national standards recommended by the Joint Commission on the Accreditation of Hospitals, and by the Association of Specialized and Cooperative Library Agencies, a division of the American Library Association. The standards which the libraries met were in being professionally organized and administered. They did not meet standards for budgeting, staffing, equipment, or materials--with the exception of one library which had the recommended number of journals. There was also an indication of possible problems in meeting standard recommendations regarding centrally administered collections. Audiovisual and other departmental collections were not only separately housed and administered, but also appeared to lack access through a central file. The planning and purchasing in these areas did not appear to be coordinated.

Staff satisfaction with library materials and services was also used as a measure for institutional library effectiveness in addition to standard measures. A sample of institutional staff rated their satisfaction with the libraries in terms of their frequency of use, attitude, and evaluation of materials and services. Frequency analysis of the data suggested that the libraries showed regular but not heavy use by staff. There was a generally favorable attitude toward the staff libraries, and a high regard for library services and staff. Hours of opening was one area of some dissatisfaction.

Response to questions about the materials collection suggested that while staff did not view the collections as inadequate, they did see a need for improvement in the areas of basic information sources which supported staff performance on the job, as well as a need for more professional journals. There also was an indication that the numbers of materials which were related to educational and in-service training programs could be increased as well as pamphlet and reference resources. Audiovisual materials and equipment were rated adequate in spite of the fact that they were few in number.

Additional analysis of the satisfaction data was also carried out. The results of analysis indicated that neither staff position in the institution nor length of stay was a factor in how satisfied staff were with library services. The results of analysis of variance provided data regarding differences in staff satisfaction among the three libraries. The results of this analysis indicated that the staff from Colorado State Hospital were the most satisfied with their staff library. CATE staff differed significantly from other agency professional staffs in frequency of use, attitude toward the library, and evaluation of materials and services. Interpretation of the data when compared with qualitative and quantitative scores suggested that an aggressive service pattern and a relatively adequate collection of materials resulted in more frequent use and a more positive attitude toward the library by staff. One other factor which appeared to be important in staff satisfaction was a professionally trained librarian.

In addition to the materials and services available in the three institutional staff libraries, there were also three audiovisual service units in the agencies which housed the three professional libraries. These audiovisual units were separately housed and administered. They appeared to be better staffed in certain ways than the libraries, and to have a broader range of media--although their collections were not large and numbered under 300 for most items. In addition, they had considerably more equipment than the libraries did--including both viewing and projection equipment. The greatest amount of staff time was spent on working with the educational and/or in-service training programs.

Staff reaction to the audiovisual materials and services suggested that many of them did not perceive libraries as a place to find or locate audiovisual materials, not to secure equipment. Almost three-quarters of the sample, however, indicated that they felt their needs were served through this separation of library and audiovisual services. There were some indications that staff were not fully acquainted with audiovisual materials as one of the newer information resources in their fields because of the large number who did not respond.

This third chapter has covered the results of data collection and analysis for staff libraries and audiovisual resources within the Department of Institutions. The next chapter, Chapter Four, will cover the results of data collection and analysis for resident libraries within the Department of Institutions.

CHAPTER IV

RESULTS: RESIDENT LIBRARIES

Chapter Four covers the results of data collection and analysis for resident libraries. The quantitative and qualitative data involving resident library materials and services are presented here. This chapter also provides statistical and descriptive background of the institutions, in addition to budget allocations for materials services. National library standards are examined in relation to the library data, as are the results of data collection and analysis for resident satisfaction measures. Resident satisfaction measures are discussed in relation to three of the four types of resident institutions. No satisfaction data were collected from agencies for the developmentally disabled.

The order in which this information is presented in this chapter is as follows: The first part of the chapter covers the results of data collection and analysis for resident libraries for the developmentally disabled. A description of each institution is presented and includes data on resident characteristics, followed by a section on the general characteristics of the resident libraries. Data on library expenditures, numbers of book, nonbook, and audiovisual materials, and equipment, and library and/or materials services follow. These data are discussed as to frequency analysis and in relation to national library standards.

The second part of this chapter covers the results of data collection and analysis for other resident libraries. Three types of agencies are included. Library services to agencies for short and long term care of youth in detention and for care of the emotionally disturbed are discussed. A description of each institutional group is presented and includes data on resident characteristics, followed by a section on the general characteristics of the resident libraries. Data on library expenditures, numbers of book, nonbook, and audiovisual materials, equipment, and services follow next. These data are discussed as to frequency and in relation to national library standards. In addition, the results of data collection and analysis for resident satisfaction measures are also covered and follow the section on standards.

The discussion of the satisfaction data for the three groups of residents includes results from item frequency analysis and from analysis of variance. Frequency of response is reported for all items on the satisfaction instrument and for all resident groups in the sample. Analysis of variance is reported for resident response by agency--and for three areas of satisfaction. In addition, the findings from a Pearson product correlation across all variable factors is noted. A summary section concludes this chapter.

A. Developmentally Disabled

1. The Institutions

The three state home and training schools for the treatment and care of the developmentally disabled are included in this study. These three homes were located at Wheatridge, Pueblo, and Grand Junction. The three institutional settings were located on spacious grounds and two of the homes contained a number of buildings. Residents living in the 24-hour care and treatment programs ranged in age from one year to over 60 years of age. The average age of residents spanned from 18 at Wheatridge, to 25 years at Grand Junction, and 33 years at Pueblo.

The homes varied in size and numbers of residents. Wheatridge was the largest of the three schools with an average daily population of 693, followed by Pueblo with 550 residents. Pueblo was the smallest home, with an average daily resident population of 270. Resident stay in the state home and training schools was about ten years.

For purposes of education, the developmentally disabled are usually divided into three classifications according to their capabilities (Haskins, 1978). The educable, or mildly retarded, are able to do some academic work. They are able to be trained to read and write and can be self supporting and relatively independent. The trainable, or severely retarded, can learn to take care of their personal needs and be trained to do some work. They will not profit from an academic education, and will always need some type of supportive environment. The third group are the dependent or profoundly retarded. They are unable to care for themselves and will always need continuous care and treatment.

Residents in the state home and training schools were mostly severely or profoundly retarded. Developmentally disabled individuals who are educable are very often in public school programs now. Trainable individuals may be moved into community based homes. Therefore, some of the residents in the agencies were involved in education programs, some in being trained to take care of themselves or to learn simple tasks. Other residents, however, were dependent on total care all of their lives.

2. The Resident Libraries

a. General Description

All three institutions had resident libraries which were located in small but separate quarters within the institutions. None were located in a separate library building. Seating space was limited with Grand Junction reporting less than four percent of the population able to be seated in the library area. The other two homes did not report this information. The contractor's on-site visit suggested that less than four percent of the population could be seated at Wheatridge and less than 15 percent at Pueblo. There were no professional librarians who staffed the resident libraries, but there was some para-professional help. Grand Junction had one full-time para-professional, and Ridge reported two fulltime para-professional staff. Pueblo reported no library staff.

Resident access and use of the libraries was reported as follows: Residents who were restricted from coming to the library were able to use library materials INFREQUENTLY, reported by one library, or SOMETIMES, reported by a second. The third library did not respond. Under conditions where residents were restricted from coming to the library, staff obtained materials for use with residents, or the librarian took materials to the dormitory areas.

Residents who visited the library located materials there through the help of a staff member or the librarian, or through browsing. Residents usually were not able to read a catalog card for location of materials. Both printed lists and a card catalog were available, however, at Wheatridge and Grand Junction for use by staff. About 40 percent of the collections at Wheatridge and Grand Junction were classified, with the remaining 60 percent of the collections arranged according to topic. The Pueblo collection was not organized or classified.

The availability of library materials was limited to the hours of opening for these three resident libraries. One of the libraries--located in the home at Grand Junction--was open 40 hours a week. The other two were open less than 20 hours a week. All libraries reported that library services were weekdays only, leaving weekends and evenings unserved for a total care institution. All agencies reported that 76 to 100 percent of the residents were allowed to use the library.

The libraries also reported on methods of materials selection and purchase. Two of the libraries reported that selection of materials for resident libraries involved teachers and State Library consultants. Institutional staff were also mentioned by one library, and library staff by another, as persons involved in selection. Ridge did not report in this area. The sources used to aid in the selection of materials included publishers catalogs, listed by all three libraries, bibliographies, word-of-mouth, noted by two libraries, and review sources, noted by one library. Materials were purchased through publishers and ordered with pre-cataloging kits by all three libraries. Two libraries also indicated that their orders were put out to bid. Jobbers and local bookstores were not mentioned as sources for materials purchased by any of the libraries.

Since there were little staff, and no professional librarians involved in the operation of these resident libraries, it was not surprising that there was also little in the way of traditional library record keeping. There were few written policies and procedures regarding the operation of the libraries, and only a few statistics were maintained.

b. The Library Budgets

Budget figures were requested for per capita spending for the institution as a whole, for the division when applicable, and for library expenditures. In addition, the institutions were also requested to fill in the details of library expenditure, which included personnel, operation, capital outlay and travel. Capital outlay included expenditures for books, audiovisual materials, and equipment.

Institutional per capita expenditures for Wheatridge and Pueblo were reported in Chapter Three on staff library expenditures. Grand Junction did not report in this area. No per capita expenditures for library materials were reported. The primary expenditure for library materials over the past three years was made by the State Library, using federal funds. In addition, one library reported ESEA funding. It is likely that there were some additional expenditures funded by federal funds which were not reported by the other two resident libraries. The business operations of the Department of Institutions could not provide detailed figures regarding such materials expenditures. The budgets for the libraries over the past three years are reported in Table Twenty-Six.

Library funding for materials by the state was largely nonexistant over the past three years. The libraries appeared to be primarily dependent on federally funded State Library contributions for support. However, the on-site visits suggested that there may have been some materials purchased with funds other than those reported for this study. They have not, however, been of any significant size and were likely to have been either gifts, or from federally supported educational monies. Only one of the institutions reported state support for library staff or materials. Generally, support for materials and equipment decreased over the past three years. The availability of library holdings is described in the next section.

c. Library Materials and Services

The materials holdings and equipment in the three resident libraries in the Division of Developmental Disabilities are reported in Tables Twenty-Seven through Twenty-Nine. Table Twenty-Seven

TABLE 26

LIBRARY EXPENDITURES

RESIDENT LIBRARIES: DEVELOPMENTALLY DISABLED

	1975-76				1976-77			
	STATE	FEDERAL	CASH	TOTAL	STATE	FEDERAL	CASH	TOTAL
PERSONNEL:								
Grand Junction								
Pueblo								
Wheatridge	12,000.00			12,000.00	13,000.00			13,000.00
TOTAL:	12,000.00			12,000.00	13,000.00			13,000.00
OPERATING (SUPPLIES):								
Grand Junction								
Pueblo								
Wheatridge		100.00ESEA		100.00		100.00 ESEA		100.00
TOTAL:		100.00		100.00		100.00		100.00
TRAVEL:								
Grand Junction								
Pueblo								
Wheatridge								
TOTAL:				.00				.00
CAPITAL OUTLAY:								
Grand Junction		496.70		496.70		427.13		427.13
Pueblo		31.60		31.60		.00		.00
Wheatridge		577.57*		577.57	426	671.84*		1,097.84
TOTAL:		1,105.87		1,105.87	426	1,098.97		1,524.97
GRAND TOTAL:	12,000.00	1,205.87		13,205.87	13,426.00	1,198.97		14,624.97

* Incl. $250 ESEA Title II

TABLE 26

cont

1977-78			
STATE	FEDERAL	CASH	TOTAL
13,000.00	7,000.00CETA		20,000.00
13,000.00	7,000.00		20,000.00
	100.00ESEA		100.00
	100.00		100.00
			.00
	270.24		270.24
	146.47		146.47
	524.33*		524.33
	941.04		941.04
13,000.00	8,041.04		21,041.04

reports the data for numbers of books; Table Twenty-Eight for numbers of audiovisual materials; and Table Twenty-Nine reports numbers of audiovisual equipment. Book materials are reported in the Table which follows.

TABLE 27

NUMBERS OF BOOKS

RESIDENT LIBRARIES: DEVELOPMENTALLY DISABLED

	0-20	21-49	50-100	OVER 100
A. REFERENCE TITLES:				
Wheatridge	X			
Grand Junction	X			
Pueblo	X			
PERCENT:	100.0	0.0	0.0	0.0
B. PERIODICAL/NEWSPAPER TITLES:				
Wheatridge	X			
Grand Junction	X			
Pueblo	X			
PERCENT	100.0	0.0	0.0	0.0

	0-499	500-1499	1500-4500	OVER 4500
C. CLASSIFIED BOOK COLLECTION:				
Wheatridge	-	-	-	-
Grand Junction			X	
Pueblo	X			
(1 Missing) PERCENT	50.0	0.0	50.0	0.0
D. PAPERBACK COLLECTION:				
Wheatridge	X			
Grand Junction	X			
Pueblo	X			
PERCENT	100.0	0.0	0.0	0.0

In examining the data from Table Twenty-Seven it is well to keep in mind that most of the developmentally disabled residents did not read. Those residents who did, were at best, around the fourth grade reading level. Resident reading ability was, therefore, reflected in the numbers of printed materials available. With the exception of the classified book collection, all libraries reported printed materials holdings at the lowest point on the scale. Even in this category only one library--Grand Junction--reported 1500-4500 items. Wheatridge did not report classified book collection data. All libraries reported 0 to 20 for reference and periodical titles and for numbers in the paperback collection.

Table Twenty-Eight provides data on the numbers of audiovisual and nonbook materials housed in the three libraries.

TABLE 28

NUMBERS OF AUDIO-VISUAL AND NONBOOK MATERIALS
RESIDENT LIBRARIES: DEVELOPMENTALLY DISABLED

	0-24	25-99	100-299	OVER 300
A. SOUND/SLIDE OR FILMSTRIP SETS WITH SOUND:				
Wheatridge	X			
Grand Junction		X		
Pueblo		X		
PERCENT:	133.3	66.7	0.0	0.0
B. SEPARATE RECORDINGS:				
Wheatridge				X
Grand Junction		X		
Pueblo			X	
PERCENT:	0.0	33.3	33.3	33.3
C. KITS AND GAMES:				
Wheatridge		X		
Grand Junction	X			
Pueblo	X			
PERCENT:	66.7	33.3	0.0	0.0

TABLE 28 Continued

	0-24	25-99	100-299	OVER 300
D. COMICS:				
Wheatridge	X			
Grand Junction	X			
Pueblo		X		
PERCENT:	66.7	33.3	0.0	0.0
E. 8MM and 16 MM FILMS:				
Wheatridge		X		
Grand Junction	X			
Pueblo	X			
PERCENT:	66.7	33.3	0.0	0.0
F. PAMPHLETS:				
Wheatridge	-	-	-	-
Grand Junction	X			
Pueblo	X			
(1 Missing) PERCENT:	100.0	0.0	0.0	0.0
G. PICTURES, INCLUDING STUDY PRINTS:				
Wheatridge		X		
Grand Junction		X		
Pueblo	X			
PERCENT:	33.3	66.7	0.0	0.0
H. SILENT SLIDE AND FILM-STRIP SETS:				
Wheatridge			X	
Grand Junction		X		
Pueblo		X		
PERCENT:	0.0	66.7	33.3	0.0
I. VIDEO TAPES:				
Wheatridge	X			
Grand Junction	X			
Pueblo	X			
PERCENT:	100.0	0.0	0.0	0.0
J. MAPS (UNBOUND)				
Wheatridge	X			
Grand Junction	X			
Pueblo	X			
PERCENT:	100.0	0.0	0.0	0.0

TABLE 28 Continued

	0-24	25-99	100-299	OVER 300
K. OTHER: (MANIPULATIVE ITEMS):				
Wheatridge		X		
Grand Junction	-	-	-	-
Pueblo	-	-	-	-
(2 Missing) PERCENT:	0.0	100.0	0.0	0.0

The numbers of audiovisual and nonbook holdings in these three resident libraries were somewhat greater than the numbers of book materials. Two of the libraries reported having 25 to 99 sound/slide or filmstrip sets with sound, and one library had 0 to 24. Separate recordings were among the most numerous of items, followed by silent slide and/or filmstrip sets. All libraries reported holdings in the area of recordings, and one library had over 300 items. A second library had 100 to 299 recordings, and the third had 25 to 99. Two of the libraries indicated holdings of 25 to 99 silent slide and/or filmstrip sets, and one library reported over 100 such sets.

Other audiovisual items were fewer in number. For example, there were few kits and games, comics, films, or pictures, which included study prints. For these items, with the exception of pictures, two thirds of the libraries listed 0 to 24 items and one third reported 25 to 99 items. The holdings for pictures was only somewhat better. Two of the libraries indicated holdings of 24 to 99 items, and only one had 0 to 24 pictures, including study prints. Video tapes, pamphlets, and maps were the fewest in numbers of items, with all three libraries reporting 0 to 24 items in these three categories. Data related to the equipment needed to support the use of these audiovisual materials is reported in Table 29.

TABLE 29

NUMBERS OF AUDIOVISUAL EQUIPMENT

RESIDENT LIBRARIES: DEVELOPMENTALLY DISABLED

	NONE	1-3	4-8	OVER 8
A. SLIDE PROJECTORS:				
Wheatridge		X		
Grand Junction	X			
Pueblo		X		
PERCENT:	33.3	66.7	0.0	0.0

TABLE 29 Continued

	NONE	1-3	4-8	OVER 8
B. FILMSTRIP PROJECTORS:				
Wheatridge		X		
Grand Junction			X	
Pueblo		X		
PERCENT:	0.0	66.7	33.3	0.0
C. VIDEO PLAYBACK UNITS:				
Wheatridge	X			
Grand Junction	X			
Pueblo	X			
PERCENT:	100.0	0.0	0.0	0.0
D. AUDIO PLAYERS:				
Wheatridge			X	
Grand Junction			X	
Pueblo		X		
PERCENT:	0.0	33.3	66.7	0.0
E. FILM PROJECTORS:				
Wheatridge		X		
Grand Junction		X		
Pueblo		X		
PERCENT:	0.0	100.0	0.0	0.0
F. MICROFORM VIEWERS:				
Wheatridge	X			
Grand Junction	X			
Pueblo	X			
PERCENT:	100.0	0.0	0.0	0.0
G. SLIDE AND/OR FILMSTRIP VIEWERS:				
Wheatridge		X		
Grand Junction	X			
Pueblo	X			
PERCENT:	66.7	33.3	0.0	0.0
H. TYPEWRITERS:				
Wheatridge		X		
Grand Junction		X		
Pueblo	X			
PERCENT:	33.3	66.7	0.0	0.0

TABLE 29 Continued

	NONE	1-3	4-8	OVER 8
I. MUSICAL INSTRUMENTS/RADIOS:				
Wheatridge	X			
Grand Junction	X			
Pueblo		X		
PERCENT:	66.7	33.3	0.0	0.0
J. TEACHING MACHINES:				
Wheatridge		X		
Grand Junction	X			
Pueblo	X			
PERCENT:	66.7	33.3	0.0	0.0

The greatest amount of equipment reported by the libraries was in the area of audio players. Two libraries reported having 4-8 players, and one library reported having 1-3 players. (Audio recordings were also the greatest area of strength in the libraries' materials holdings.) On the other end of the scale the data indicated that there were no microform viewers, nor any video playback units in any of the libraries. Both types of equipment were available, however, in the institutional staff libraries or audiovisual departments for both Wheatridge and Pueblo. (See Table 11, item f for microform viewers, and Table 23, item c for video equipment.)

Other areas where the libraries indicated there was some equipment available were as follows: All libraries indicated at least one film projector. However, only one-third of the libraries reported holdings in the following areas: Slide and/or filmstrip viewers, musical instruments/radios, and/or teaching machines, with two-thirds of the libraries reporting no equipment in these areas. Two-thirds of the libraries reported having slide projectors and typewriters, and one-third reported NONE.

To summarize the data which made up the quantitative variable for the three resident libraries for the developmentally disabled: In terms of staffing and seating space, the two larger institutions, Grand Junction and Wheatridge, reported full-time paraprofessional staff. The largest institution had two full-time persons, and the smallest institution, Pueblo, did not report staff. Seating space in the libraries for residents was limited. Less than four percent of the residents could be seated at any one time in the libraries of the two larger institutions; whereas, the smallest had slightly more seating space, but did not report percentiles in this area.

In terms of equipment and materials holdings, there were very few print items available in the libraries, with only one library reporting over 1500 items in the classified book collection. All libraries reported less than 20 reference or periodical/newspaper titles, and all had less than 500 paperback books.

The libraries' holdings were somewhat greater in the area of audiovisual materials, but not substantially so for a user group who were unable to make use of print materials to any extent. The greatest area of strength in audiovisual and nonbook media were in the area of separate recordings, and to a lesser degree, in the area of slides and/or filmstrips. Fewer items were available for kits and games, comics, films, or pictures, which included study prints. The fewest number of items were in the areas of video tapes, pamphlets, and maps.

The amount of audiovisual equipment generally tended to be in proportion to the numbers of audiovisual materials; that is, there were greater numbers of equipment items where materials' holdings were also larger. For example, audio players were in the greatest supply, followed by film projectors. The latter were used with rental materials, since films were few in number. Some, but not all, of the libraries had the following equipment: slide and/or filmstrip viewers and projectors, musical instruments/radio, teaching machines, and typewriters. No microform readers nor video playback units were noted. In total quantitative scores on a scale of four, the three resident libraries for the developmentally disabled ranked as follows: Wheatridge was first, followed by Grand Junction, and lastly Pueblo. These scores also reflected the rank in size of population for the three agencies. Resident use of the libraries' materials and services were also reported. The results of such data collection appears in Table Thirty.

TABLE 30

RESIDENT USE OF MATERIALS AND SERVICES

DEVELOPMENTALLY DISABLED

	0-999	1000-1999	2000-2999	OVER 3000
A. ITEMS CIRCULATED:				
Wheatridge	X			
Grand Junction	X			
Pueblo	X			
PERCENT:	100.0	0.0	0.0	0.0
B. ITEMS USED IN THE LIBRARY:				
Wheatridge	-	-	-	-
Grand Junction	X			
Pueblo	X			
(1 Missing) PERCENT:	100.0	0.0	0.0	0.0

TABLE 30 Continued

	0-999	1000-1999	2000-2999	OVER 3000
C. REFERENCE OR INFORMATION QUESTIONS ANSWERED:				
Wheatridge	X			
Grand Junction	X			
Pueblo	X			
PERCENTAGE:	100.0	0.0	0.0	0.0
D. TIMES READER'S ADVISORY SERVICES OFFERED:				
Wheatridge	-	-	-	-
Grand Junction	X			
Pueblo	X			
(1 Missing) PERCENTAGE:	100.0	0.0	0.0	0.0

	0-150	151-299	300-500	OVER 500
E. ITEMS BORROWED FROM OTHER LIBRARIES:				
Wheatridge	X			
Grand Junction	X			
Pueblo	X			
PERCENTAGE:	100.0	0.0	0.0	0.0
F. REFERENCE OR INFORMATION QUESTIONS ANSWERED BY OTHER LIBRARIES:				
Wheatridge	X			
Grand Junction	X			
Pueblo	X			
PERCENT:	100.0	0.0	0.0	0.0

	0-249	250-499	500-750	OVER 750
G. 8MM or 16MM FILMS BORROWED:				
Wheatridge	X			
Grand Junction	X			
Pueblo	X			
PERCENT:	100.0	0.0	0.0	0.0

In reviewing the data in Table Thirty, it is well to remember that use of materials for this resident group involved for many, if not most of the users assistance from a staff member or the librarian. This was especially true in the case of audiovisual display where the manipulation of equipment controls may frequently be beyond the individual resident's manual dexterity.

All resident libraries reported all items on this table of library use at the lowest end of the scale. Less than 1000 items were circulated or used in the libraries. Wheatridge did not report the number of items used. Less than 500 reference questions were answered, or reader's advisory services offered. In addition, less than 150 reference questions were answered by, or materials borrowed from, other libraries; nor, were there many films borrowed. All libraries reported borrowing from one to 249 films.

These data reflected that only minimal use of materials and services were made by this resident group. Some services, however, were not pertinent, such as reference questions and quite possibly items borrowed from other libraries. However, the circulation of items and reader's advisory services, in the sense of working with residents, are important areas of concern for this user group.

The resident libraries for the developmentally disabled also reported information about the use of films and the awareness of certain services through checklist items F-8 through G-3 of the Survey Questionnaire. All three borrowed films from the State Library. Wheatridge reported that 100 percent of their films were so borrowed; Grand Junction and Pueblo did not report percentages, but indicated that they also borrowed films from various companies, other state agencies, and from within the institution.

The agencies were aware of only a limited number of grants and services. Two of the agencies checked awareness of four of the eleven items listed, and one checked only two such items. Two of the libraries indicated that they had used such services, and the ones which were found to be useful were LSCA, ESEA Title IV, and the Rotating Book Collection.

To summarize the data which made up the qualitative variable for the three resident libraries which served the developmentally disabled residents: all three libraries were located in separate quarters and they were open a limited number of hours--with only one library reporting a 40 hour week accessibility. The libraries were open weekdays only.

The collections in these libraries were only partially classified, and one library was not organized by any scheme. Most of the residents had access to library materials, either through a staff member or through direct use of the library. Use of the libraries was low for the size of the resident populations, and there appeared to be little in the way of an active program of services provided in any of the institutions.

In total qualitative scores, on a scale of four, the three resident libraries for the developmentally disabled ranked as follows: Grand Junction had the highest score, followed by Ridge and then Pueblo. How both the qualitative and quantitative data compared with national standard recommendation is discussed in the next section.

3. The National Standards

Library standards for resident libraries for the developmentally disabled appeared in the 1971 edition of the Standards for Residential Facilities for the Mentally Retarded, published by the Joint Commission on Accreditation of Hospitals (JCAH). New standards (JCAH, 1968) were adopted by the Commission on September of 1977. These new standards were combined with the Standards for Community Agencies, also published by JCAH. These combined standards didnot directly address standards for library services, inasmuch as library services may be contracted outside the agency where community services are involved. Section 4.6.9 of the current JCAH standards stated:

> Library services that are operated by the agency provide informational, recreational, and educational materials (including media to stimulate sensory development) and services that are appropriate to individuals at all stages of communicative development (JCAH, 1978, p. 89).

The older standards devoted nearly five pages to library services, while the statement above essentially summed up the position of the new standards. For this reason it was important to look to the American Library Association for guidance. The working paper, "Standards For Libraries at Institutions for the Mentally Retarded" (ALA/ASCLA, 1978), provided the needed information for quantitative measures. These standards, along with qualitative standards, are described below, followed by discussion and comparison tables which outline how well the three resident libraries for the developmentally disabled met such standards.

Recommendations for organization and staffing of the institutional library for the developmentally disabled were as follows: The library or materials center should provide a program and services for both residents and staff. As to the staffing of such an institutional library, the standards recommended that, "The library should be organized and administered by a professional librarian, trained and experienced both in librarianship and in mental retardation" (p.4). The ALA standards further recommended that library staff participate in the interdisciplinary planning, development, implementation and evaluation of the institutional program. The standards also had recommendations regarding types and numbers of personnel for these libraries.

Types of personnel included a professional librarian to be library director; an assistant librarian, when the institution was large; a habilitation technician; that is, a person trained in the field of mental retardation who could implement resident programs and services; an audio-visual specialist; and a clerk. The numbers of such personnel were based on user population. For these three agencies, staffing based on resident population figures of 693 for Wheatridge, 550 for Grand Junction, and 270 for Pueblo, required the following staff: Pueblo should have a library director, two habilitation technicians, and one library clerk. Grand Junction should have a library director, two habilitation technicians, an audio-visual specialist, and one clerk. Wheatridge should have the same staff as Grand Junction, in addition to an assistant librarian for the larger school.

Services offered by the institutional library should include the traditional ones of selection, organization and circulation of materials, reader's advisory services, inter-library loan, information services, and so on. In addition, for this group of residents, other programs might include the teaching of library skills to residents, story hours, puppet shows, film and other media programs, discussion groups, creative dramatics, art activities, group games, unstructured play, bibliotherapy, music, field trips, and other programs of interest to this special group.

In the selection of materials for these resident libraries, the standards recommended that there were to be written criteria for such selection, and that there be a wide variety of formats to meet resident needs.

The resident libraries for the developmentally disabled met these standards to some degree. The library staffs, although not professional, received some in-service training in mental retardation. The degree to which the present library staffs participated in the ways recommended by the standards was limited. Also limited were the traditional library services, as noted in Table Thirty. Some story hour were provided as well as film showings, but there did not appear from either response to the questionnaires or the on-site visits to be an active series of programs for residents. This lack of services was due to a large extent to staffing patterns and hours of opening.

The libraries did not meet standards for numbers of staff. Each agency needed to add four additional staff to the library to meet standard recommendations.

The libraries did meet standards to the extent that they had some variety of materials; that is, both print and audio-visuals. They did not, however, meet standards in maintaining written criteria for the selection of such materials. The recommended numbers of library materials for such resident libraries were provided in the ALA standards and were as follows:

> Books: No fewer than 2,500 well-selected titles or five titles per resident, whichever is greater.
>
> Magazines: No fewer than 25-30 titles with multiple copies as needed.
>
> Videotapes: Access to commercially and locally produced items.
>
> Vertical File Materials: Materials sufficient to meet the needs and interest of the residents (e.g., clippings, articles, pictures, posters, pamphlets.)
>
> Filmstrips: No fewer than 500 titles or one title per resident with multiple copies as needed.
>
> 8MM and Super 8MM Films: No fewer than 100 titles.
>
> 16MM Films: Access to at least 1,000 titles, both educational and recreational.
>
> Cassette and Disc Recordings: No fewer than 500 titles or two per resident with multiple copies as needed.
>
> Toys: Two items per resident including games and puzzles.
>
> Other Materials: Items such as kits, art objects, crayons, rhythm instruments, comic books, realia. (p.11)

Table Thirty-One provides a profile of these quantitative standards when compared to actual materials holdings available in the three resident libraries. The differences between holdings and standards are also indicated.

TABLE 31

ALA/ASCLA MATERIALS STANDARDS COMPARED TO RESIDENT LIBRARY HOLDINGS

MATERIALS	LIBRARY HOLDINGS	STANDARD RECOMMENDATIONS*	DIFFERENCES
BOOKS:			
Wheatridge	—	3465	Did not report
Grand Junction	2000	2750	-750
Pueblo	0-499	2500	-20000 est.
MAGAZINES			
Wheatridge	1	25-30	-24
Grand Junction	0	25-30	-25
Pueblo	0-20	25-30	-25--5
FILMSTRIPS:			
Wheatridge	223	693	-470
Grand Junction	95	550	-455
Pueblo	25-99	500	-4000 est.
FILMS (8MM & Super 8MM):			
Wheatridge	96	100	-4
Grand Junction	0	100	-100
Pueblo	0-24	100	-50 est.
RECORDINGS:			
Wheatridge	525	1386	-861
Grand Junction	68	1100	-1032
Pueblo	100-299	540	-440- - 241

* Based on daily population figures of 693 for Wheatridge, 550 for Grand Junction, and 270 for Pueblo.

As can be seen from the data in Table Thirty-One, the libraries did not meet standard recommendations for minimum numbers of materials. Grand Junction was close to meeting recommendations for the book collection, but Pueblo needed approximately 2000 more titles to comply. Wheatridge did not report in this area. Although separate recordings represented a relative area of strength in the libraries, it appeared to be one of the weakest areas in relation to standards. Wheatridge and Grand Junction needed areound 1000 more titles, and Pueblo approximately half as many. Films, filmstrips, and magazines were also limited in terms of recommendations. All libraries needed at least 25 more magazine titles, and approximately 500 filmstrips added to their collections. Wheatridge almost met the standards for numbers of 8mm films, but Grand Junction needed 100 additional titles, and Pueblo needed to have 50 more 8mm films. In addition, the standards also indicated that access to 16mm films and video tapes was desirable. The State Library provided free access to films in the past, but not video tapes. Free access to State Library film services was not likely to be continued. Therefore, access to films and video will be primarily through rental services in the future.

Some of the resident libraries also indicated limited numbers of other types of materials, such as musical instrument, comics, kits, pictures, and so on. Holdings in these areas were, however, few in number, with only some of the libraries able to provide them--and in limited numbers. In summary, the three resident libraries for the developmentally disabled did not meet the quantitative standards for minimum numbers of materials, based on average daily resident population figures.

The standards also indicated that these resident libraries should provide equipment--both for use in the library and to circulate to residents and/or staff for use in the dormitory or classroom areas. Along with this equipment should go assistive devices, such as automatic page turners, automatic card shufflers, magnifying devices, and the like. The numbers of equipment recommended for residents by the standards included the following basic equipment quantities:

For each 100 residents or major fraction thereof:

Record players:	3
Tape recorders:	1
Tape players:	2
Sound slide viewers:	1
Sound filmstrip projectors:	1

For each 500 residents or major fraction thereof:

16mm film projectors:	1
8mm film projectors:	1
Overhead projectors:	1
Projector screen:	1
Video tape playback and recorder:	Access. (p.13)

Table Thirty-Two provides a profile of the above standards when compared to actual equipment holdings available in the three resident libraries. The differences between holdings and standards are also indicated.

TABLE 32

ALA/ASCLA EQUIPMENT STANDARDS COMPARED TO RESIDENT LIBRARY HOLDINGS

	LIBRARY HOLDINGS	STANDARD RECOMMENDATIONS*	DIFFERENCE
AUDIO RECORDERS/PLAYERS:			
Wheatridge	5	42	-37
Grand Junction	7	36	-29
Pueblo	1-3	18	-20 est.
SOUND SLIDE VIEWERS:			
Wheatridge	1	7	-6
Grand Junction	0	6	-6
Pueblo	1	3	-2
SOUND FILMSTRIP PROJECTORS:			
Wheatridge	1	7	-6
Grand Junction	4	6	-2
Pueblo	1-3	3	-1 est.
FILM PROJECTORS: (8 and 16MM)			
Wheatridge	2	14	-12
Grand Junction	3	12	-9
Pueblo	1-3	6	-4 est

* Based on daily population figures of 693 for Wheatridge, 550 for Grand Junction, and 270 for Pueblo.

As can be noted from the data in Table Thirty-Two above, the libraries in these institutions did not meet the standards recommended by the American Library Association for numbers of equipment. The items which were the fewest in number were, audio recorders/players and also film projectors. It should be remembered, however, that both Pueblo and Wheatridge had access to additional pieces of equipment through the separate audiovisual departments in these institutions, including access to video playback units. Grand Junction, however, did not have such access.

The standards also recommended that there be regularly appropriated funds for the specific use of the institutional library. There should be a line item for library services, staff, materials, and equipment. Categories within this budget should include: personnel salaries, materials, equipment and furniture, repairs, supplies, and travel. The ALA standards for libraries in institutions for the developmentally disabled concluded: "A minimum of 2% of the total institutional budget shall be allocated for the library" (p. 14). This amount was viewed as adequate to operate an established library, and additional funds would be needed for a new operation.

4. Resident Needs

National library standards provided the study with guidelines for measuring the effectiveness of library operation. In examining the data overall, it appeared that the resident libraries for the developmentally disabled did not meet these standards to any great extent. Although libraries were provided, their operations, staff materials, and services did not go the distance in providing the type of programs which might have been meaningful in the treatment and education of these residents.

While standards provided one type of measure, user satisfaction provided another. In the case of the developmentally disabled residents, however, it was not practical to determine resident satisfaction with the materials and services offered in the three state home and training schools. However, staff were asked to provide their reactions in the "Open-Ended Questionnaire" administered by the contractor. Generally, the areas which staff assessed as in need of improved materials and services were as follows:

a. More seating space in the libraries.

b. More materials specifically designed for use with developmentally disabled residents. For example, materials which taught socialization and aided normalization, in addition to materials which taught basic survival skills, were needed.

c. Materials which aided stimulation for those residents unable to learn either survival or socialization skills. Such items included manipulatives and other media involving a multi-sensory approach.

d. Sufficient staff to take materials to the dormitory areas, and staff trained and able to work with other staff in their use, particularly in physical therapy.

In summary, staff concerns focused on the more specialized needs of this resident group, while national standards covered quantitative and qualitative standards for library materials and services. Information from staff and data collected by the Library Survey and compared with national standards suggested that if library service for the developmentally disabled was to be an effective tool in resident treatment and rehabilitation, facilities, staffing patterns, numbers and types of materials, and services needed to be upgraded. In the next section of this chapter, the results of data collection and analysis for the other resident libraries in the Department of Institutions is noted.

B. Results: Other Resident Libraries

1. The Institutions

There were three types of institutional agencies covered in this section involving the study of resident library services to Colorado State Department of Institutions. These three types of agencies were concerned with the following programs: treatment for mental health, diagnostic and treatment centers for youth, and long term detention facilities for youth. A general description of each type of resident facility and their programs are described below.

a. Treatment Facilities for Mental Health

Treatment facilities for mental health were located mainly at two centers: Fort Logan Mental Health Center in Englewood, and Colorado State Hospital in Pueblo. Both Fort Logan and CATE had treatment programs for children, adolescents, and adults. Each of the age groups and types of treatment programs were housed in separate facilities. Fort Logan had two adolescent treatment programs, with one of them, The Adolescent II Plan, involving the treatment of youngsters who had committed delinquent acts. This was a locked or closed unit. A similar unit for adolescents was also recently established at Mountview School.

In addition to treatment and rehabilitation, a primary objective of the mental health program for youth was to provide an education.

Basic educational skills were taught in a co-educational setting. However, teachers in the agencies reported a shift away from traditional educational programs to the training of basic survival skills and toward vocational training--especially for adolescents.

Residents ranged in age from four years to 102. The average length of stay for adult residents (reported by CATE only) was 28 days--with a range of from one day to 30 years. The average length of stay for children and adolescents was longer, but had a shorter range. For example, CATE Child and Adolescent Treatment Center reported an average length of stay of 160 days, with the shortest period of time being one-day, and the longest, 710 days--or almost two years. Fort Logan reported a shorter average length of stay which varied from 121 days for the Child/Adolescent Division, to as little as 60 days for the Adolescent II Unit. The range in time spent at Fort Logan was from a minimum of three days to a maximum of two years.

Average daily population figures for the agencys' programs ranged considerably from very small units to larger ones. The Adult Unit at Colorado State Hospital had about 784 residents, and the Child/Adolescent Divisions had 85 residents. At Fort Logan, the two adolescent programs had 18 in the Adolescent II Unit and 22 in the Adolescent I treatment program. One hundred residents were in the total Child/Adolescent Program at Fort Logan. No figures were provided for the Adult Unit, which did not have library services.

b. Diagnostic and Treatment Centers for Youth

There were six diagnostic and treatment centers for youth in Colorado. Four of the centers were located in or near the Denver Metropolitan area, one in Colorado Springs, and the sixth was located in Pueblo. The centers were as follows: Adams at Brighton, Arapahoe in Englewood, Gilliam in Denver, Jefferson in Golden, Zebulon Pike at Colorado Springs, and lastly, the Pueblo Center located on the grounds of the Colorado State Hospital. The purpose of these centers was to provide a temporary and physically secure setting for juveniles of both sexes between the ages of ten and eighteen. Residents were ordered held at the centers by the courts for short-term pre-adjudicatory and/or pre-dispositional placement. The length of stay for residents was not to exceed 45 days; however, when court cases were involved, and the disposition of the case long and involved, a resident could be in the care of one of these centers for up to two years. Most of the residents, however, were there for a short period of time.

The centers were, for the most part, small in numbers of residents, having from about 18 to 35 residents. Gilliam, however, had almost 100.

The primary objectives of these centers included education, counseling, measurement and evaluation, both of the individual resident's total behavior, and specific academic skills; and to provide individualized remediation for detained youth. Here again, staff indicated that there had been a change in educational philosophy, leading to a shift away from the traditional program. With residents housed in the centers for brief periods of time, basic survival skills were being increasingly emphasized.

These agencies, which were involved in diagnostic and treatment program for youth in detention, acted as catchment centers for a given geographical area. Youth who were awarded to the Department of Institutions by the courts were sent to longer term treatment facilities described in the next section.

c. Treatment Facilities for Committed Youth

There were four long term treatment facilities for committed youth in this study. These were Lathrop Park Youth Camp located at Walsenberg, Lookout Mountain School, and Golden Gate Youth Camp, both in the Golden area, and Mountview School in Denver. Residents in the schools were both male and female and ranged in age from ten to eighteen. The basic goals of these programs were incarceration and rehabilitation of committed delinquent youth. Education played a primary role, along with socialization skills, coping and survival skills, vocational awareness, and preparation for the G.E.D. The G.E.D. examination offers youth an opportunity to earn the equivalent of a high school diploma through examination.

Committed youth served various amounts of time in these four facilities, with a maximum of two years. Here again, the numbers of residents at each location varied. Lathrop Park and Golden Gate were smaller schools and had approximately 50 residents, while Mountview was larger with around 100, and Lookout Mountain, the largest of the four with approximately 150 residents. Residents were assigned to one of these facilities based on their Interpersonal Maturity Level Classification System--or I-Level. I-Level theory was developed in California in the late 1950's by Dr. Marguerite Warren and her colleagues. The system addresses itself to the different reasons youth demonstrate anti-social behavior. The I-Level system centers on a treatment program with a cognitive-developmental approach (Hilliard, 1973).

The libraries facilities and/or materials services provided in these three types of agencies are described in the next section.

2. The Resident Library/Materials Facilities

a. General Description

Most of the agencies did not provide separate library facilities or programs. All of the agencies did, however, have materials collections that were largely book collections--although there appeared to be some expanded media services provided to the adults at CATE and in the Adolescent II Unit at Fort Logan. Mostly, the materials collections were housed in classrooms, and in some instances, in dormitory or leisure activity areas. The collections were often in poor condition, and many of the leisure reading items consisted of gifts which were not appropriate for the age group in either reading level or interest.

There were, however, some notable exceptions to this picture. Colorado State Hospital (CATE) had two separate libraries. One of these was for adult mental patients, and the other was located in the Child/Adolescent Division. These two libraries had separate quarters, although the Child/Adolescent Division library was also used for classes during some periods of the day; thereby, limiting access during these periods. The Adult Library was staffed with one full time para-professional, and the Child/Adolescent Division had one part-time para-professional. The latter individual was a secretary who helped part-time. Although the Adult Library seemed spacious, less than 15 percent of the population could be seated at one time, and less than four percent of the population could be seated in the Child/Adolescent Library.

The two CATE libraries were open weekdays only and provided no evening or weekend hours. The Adult Library was open 40 hours a week, and the Child/Adolescent Division Library was open less than 20 hours a week. Both libraries reported that their collections were classified and organized, thus providing patrons with ease of access to materials. Access to materials for residents who were restricted from coming to the library posed problems, however, with only one library staff member "outreach" services to the dormitory areas were restricted. Adult residents who could not come to the library were, however, able to have staff members pick up books and also to receive materials through the hospital mail. Residents who were restricted from going to the library were rated as able to use library materials "FREQUENTLY" on the Library Survey.

There also appeared to be some potential problems about access to appropriate materials for adolescents in the closed unit at CATE. Materials in the Child/Adolescent Division library were suitable for a younger age group. Reportedly, adolescents had access to the adult library, whose materials collections were more appropriate for their interest level. However, since the adolescent unit was located some distance away from the library, and because it was a locked or closed unit, adolescent residents were accompanied by a staff member. Problems of staff time and resident security in this situation suggested that residents in the closed adolescent unit at CATE may have had limited access to adult library materials and services.

Two other agencies had library facilities and some materials--but these were essentially unused, and, for the most part, the collections were out of date. These unused library facilities were located in the Children's Division at Fort Logan and at Lookout Mountain School. There was presently an effort under way to reopen the library at Lookout Mountain School. A library intern from the University of Denver had undertaken the project for class credit. More extensive and current materials were housed in classrooms in these facilities, as they were in all the other agencies in this section.

The two libraries had organized their materials traditionally--that is, according to the Dewey Decimal Classification system. The other collections were organized as follows: four agencies had arranged their materials by topic, one by size and format, and four indicated that they were not organized in any particular way. The Lookout Mountain Library was partially classified and organized. Four agencies did not respond to the request for information in this area.

The agencies were asked to indicate how they selected and purchased their materials, in addition to how they organized them. Three items on the questionnaire solicited information in this area. To the question, "Who is included in the selection process?" institutional or library staff was checked seven times; residents, four; teachers, nine times; and State Library consultants, nine times. One agency listed "other" as gifts. To the question, "What sources are used to aid selection?" Bibliographies were checked once, review sources, four times; publisher's catalogs, five times; and word-of-mouth, was the most frequently noted with 11 checks. Four agencies did not respond to either of the above questions.

The agencies were also asked to indicate how they purchased their materials. To the question, "Where and how are materials purchased?" jobber was checked twice; local bookstores, four times, publishers, five times. None of the agencies indicated that such purchases were put out to bid, and only one indicated that materials were ordered with pre-cataloging kits. Such kits allow for the orderly arrangement of materials on library shelves. One agency noted that materials were received primarily through local school districts and the State Library. Seven agencies did not respond to this last question.

Finally, there was little in the way of professional record keeping where the purchase and use of materials were involved. The exception to this practice was at the two libraries at CATE. When traditional library services were not provided in an agency, there appeared to be little or no accountability, and statistics were difficult to obtain for this study.

b. The Library Budgets

Budget figures were requested for either library and/or materials expenditures and for other expenses, such as personnel, equipment, and supplies. However, since there were only two actual libraries, it was difficult to separate expenditures for library-type materials--which went into classrooms--from those which were supplied from other revenue sources. Except for the two libraries whose expenditures are noted in Table Thirty-Three, there were no specifically budgeted funds for resident libraries. The materials which were either in recreational or dormitory areas, and constituted leisure reading materials, were primarily purchased through State Library administered federal funds or were gifts. Classroom materials, including audiovisual items, had been purchased through other federal grants, or money provided through school district allocation.

Several of the agencies had access to funding through other means. For example, Zebulon Pike Detention Center received materials through the cooperation of the local Board of Cooperative Services (BOCES) in the area. BOCES are multi-school district cooperatives within a given geographical area. Adams District Detention Center received money from the local school district. Money which would have been allocated for a student in school, was given to the Center for every day the student was in detention and not learning at the school district's expense. Some of these school funds were used for classroom materials as well. Another source of revenue were grants. For example, one of the teachers at the Adolescent II Division of the Fort Logan Mental Health Center had been active in the pursuit of special grants for the education of those residents. As a result, certain agency collections, in addition to the established libraries, appeared during the on-site visits to have more breadth in variety of materials and to have newer looking materials.

Until recently there had also been one additional source of funding for library/classroom materials which was available to the short-term detention centers. Revenues from vending machines were once used as a source of income which the agencies used to buy books. However, in 1978, Senate Bill 354 was passed and signed into law by the Governor. This bill allocated income from vending machines on state property to blind persons, in accordance with the rules and regulations of the State Department. Although the amount earned from these vending machines was not a major source of revene for the purchase of materials in the detention centers, it did represent a supplementary source which was lost through legislative action. (Martinez, 1978)

Expenditures for the two libraries at Colorado State Hospital are provided in Table Thirty-Three. The data in this table indicated that the cost of providing library services to the two institutions had risen only very slightly in the past three years. Much of this increase was in wages for personnel and gift items listed under "cash". Outlay for materials and equipment decreased in 1976-77, and then increased marginally in the following year. The per capita expenditures for these two institutional libraries during the last reporting year were: $5.00 for the Child/Adolescent Treatment Center, and $1.25 for the Adult Library at CATE. Neither of these amounts met the standard recommendations of two percent of the total operating expenditures. Per capita expenditures for mental health at CATE over the past three years were as follows:

1975-76: $21,695
1976-77: $26,152
1977-78: $28,252

Here again, as in the case of the resident facilities for the developmentally disabled, the cost of patient care had risen rapidly. Over the past three years there was a 30 percent increase in resident care and treatment costs. Library expenditures, however, did not keep pace with this increase. For total expenditures, the rate of increase for state supported library materials and services at CATE was only 13 percent.

The two libraries at Colorado State Hospital have benefited from LSCA Title I money distributed to the institutions by the State Library. Expenditures to state institutions serving residents have increased as follows over the past three years.

1975: $3,000
1976: $13,907
1977: $119,978

These federal monies have been a major source of funding for library materials in the resident institutions. Materials expenditures using LSCA Title I money over the past three years for the institutions in this section are shown below in Table Thirty-Four.

TABLE 33

LIBRARY EXPENDITURES

RESIDENT LIBRARIES: COLORADO STATE HOSPITAL

	1975-76				1976-77			
	STATE	FEDERAL	CASH	TOTAL	STATE	FEDERAL	CASH	TOTAL
PERSONNEL:								
Adult	16,660.00			16,660.00	17,478.00			17,478.00
Child/Adol.	390.00			390.00	422.00			422.00
TOTAL:	17,050.00			17,050.00	17,900.00			17,900.00
OPERATING (SUPPLIES):								
Adult	302.00			302.00	142.00			142.00
Child/Adol.	50.00			50.00	100.00			100.00
TOTAL:	352.00			352.00	242.00			242.00
TRAVEL:								
Adult								
Child/Adol.								
TOTAL:				.00				.00
CAPITAL OUTLAY:								
Adult	883.00		334.00	1,217.00	737.00		262.00	999.00
Child/Adol.	315.20		.00	315.20	382.84		.00	382.84
TOTAL:	1,198.20		334.00	1,532.20	1,119.84		262.00	1,381.84
GRAND TOTAL:	18,600.20		334.00	18,934.20	19,261.84		262.00	19,523.84

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	1977-78		
STATE	FEDERAL	CASH	TOTAL
18,934.00			18,934.00
192.00			192.00
19,126.00			19,126.00
282.00			282.00
125.00			125.00
407.00			407.00
			.00
971.00		601.00	1,572.00
481.94		.00	481.94
1,452.94		601.00	2,053.94
20,985.94		601.00	21,586.94

TABLE 34

COLORADO STATE LIBRARY EXPENDITURES
MATERIALS FOR OTHER RESIDENT LIBRARIES

INSTITUTION	1975-76	1976-77	1977-78
CATE Adult Library	$1,341.40	$1,582.67	$953.77
CATE Child/Adolescent	165.20	182.84	335.32
Fort Logan Adults	No library service for residents		
Fort Logan Child/Adolescent	372.70	234.19	109.17
State Home, Grand Junction	476.70	427.13	270.24
State Home, Pueblo	31.60	.00	146.47
State Home, Wheatridge	327.57	421.84	274.33
Lookout Mountain School	105.40	127.49	219.64
Mountview School	.00	.00	180.88
Golden Gate Youth Camp	.00	106.00	273.52
Lathrop Park Youth Camp	232.70	169.57	363.79
Adams County Detention Center	.00	127.49	335.58
Arapahoe Detention Center	.00	127.49	434.37
Gilliam Center	.00	127.49	471.66
Jefferson County Youth Center	.00	127.49	354.83
Pueblo Detention Center	.00	.00	228.46
Zebulon Pike Detention Center	.00	127.49	367.35

The distribution of the federal funds for materials shown in Table Thirty-Fourwas not based on a specific formula related to needs or population. Agencies had to apply for this money through grant application, which was then reviewed by committee. For this reason there was considerable variation in the amount of money received by each agency over a three year period. In total, however, and taking into consideration the rising costs of books and other educational materials, the amount received did not go far in the way of providing a sound materials collection which supported the educational, recreational, and informational needs of residents. Such federal money is primarily intended for special programs, rather than the basics of providing library services to institutions. How well these agencies managed to provide for their residents using these and other supplementary funds is covered in the section which follows.

c. Library Materials and Services

The materials holdings and equipment for resident agencies in the Division of Mental Health and Youth Services are reported in Tables Thirty-Five through Thirty-Seven. The Child/Adolescent Division at Fort Logan Mental Health Center did not respond to the Library Survey, nor to the User Satisfaction Instrument. Mountview responded to some parts of the Library Survey but did not report numbers of materials and equipment based on the fact that they had no central library facility available. Mountview, therefore, did not report materials holdings or equipment in classrooms and other areas of the school. Both Mountview and Lookout Mountain residents responded to the resident satisfaction instrument.

Table Thirty-Five reports the data for numbers of books in thirteen resident libraries; Table Thirty-Six covers numbers of audiovisual materials; and Table Thirty-Seven contains the data on audiovisual equipment. Book materials are reported first, and are shown in the table below.

TABLE 35

NUMBERS OF BOOKS

OTHER RESIDENT AGENCIES

	0-20	21-49	50-100	OVER 100
A. REFERENCE TITLES:				
CATE--Adult	X			
CATE--Child/Adolescent				X
Fort Logan--Adol. II	X			
Arapahoe	X			
Gilliam	X			
Pueblo	X			
Zebulon Pike			X	
Adams		X		
Jefco	X			
Golden Gate	X			
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain	X			
(1 Missing) PERCENT:	75.0	8.3	8.3	8.3

TABLE 35 Continued

B. PERIODICAL/NEWSPAPER TITLES:	0-20	21-49	50-100	OVER 100
CATE--Adult	X			
CATE--Child/Adolescent	X			
Fort Logan--Adol. II	X			
Arapahoe	X			
Gilliam		X		
Pueblo	X			
Zebulon Pike	X			
Adams	X			
Jefco	X			
Golden Gate	X			
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain	-	-	-	-
(2 Missing) PERCENT:	90.9	9.1	0.0	0.0

C. CLASSIFIED BOOK COLLECTION:	0-499	500-1499	1500-4500	OVER 4500
CATE--Adult			X	
CATE--Child/Adol.				X
Fort Logan--Adol. II	X			
Arapahoe	X			
Gilliam	X			
Pueblo	X			
Zebulon Pike	-	-	-	-
Adams	-	-	-	-
Jefco	X			
Golden Gate	X			
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain			X	
(3 Missing) PERCENT:	70.0	0.0	20.0	10.0

TABLE 35 Continued

	0-499	500-1499	1500-4500	OVER 4500
D. PAPERBACK COLLECTION:				
CATE--Adult		X		
CATE--Child/Adolescent		X		
Fort Logan--Adol. II	X			
Arapahoe	X			
Gilliam	X			
Pueblo	X			
Zebulon Pike			X	
Adams	X			
Jefco	X			
Golden Gate	X			
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain	X			
(1 Missing) PERCENT:	75.0	16.7	8.3	0.0
E. OTHER COLLECTIONS:				
CATE--Adult	X			
CATE--Child/Adol (Easy Books)	X			
Fort Logan--Adol. II	-	-	-	-
Arapahoe	-	-	-	-
Gilliam	-	-	-	-
Pueblo	X			
Zebulon Pike	-	-	-	-
Adams	-	-	-	-
Jefco	-	-	-	-
Golden Gate	X			
Lathrop	-	-	-	-
Mountview	-	-	-	-
Lookout Mountain (Unclassified books)	X			
(8 Missing) PERCENT:	100.0	0.0	0.0	0.0

Examination of the above table indicates that 75 percent of the resident agencies had only 0 to 20 reference titles. The remaining agencies were represented as follows: Adams had 21-49 reference titles, Zebulon Pike had 50 to 100, and CATE Child/Adolescent Library had over 100. The agencies also had few periodical/newspaper titles. With the exception of Gilliam, all of the agencies reported 1-20; Gilliam reported 21 to 49. Book collections were also limited in the resident agencies. Most of them--75 percent--reported having fewer than 500 items. Two agencies, Lookout Mountain and CATE Adult Library, indicated between 1500 and 4500 books, and the Child/Adolescent Library at CATE reported over 4500 titles.

Paperback collections represent an important area of materials for many of this age group. They can be especially important in terms of stimulating interest in reading, and the State Library had recently added materials in this area. Nonetheless, 75 percent of the agencies reported less than 500 titles. Both CATE libraries reported between 500 and 1499 paperback items. Only one agency, Zebulon Pike, had over 1500 paperback titles. None of the agencies reported at the top of the scale--or over 4500. A few agencies reported items in Other Collections, and those who did indicated less than 500 items. The table which follows displays data on the numbers of audiovisual and nonbook materials housed in these agencies.

TABLE 36

NUMBERS OF AUDIOVISUAL AND NONBOOK MATERIALS
OTHER RESIDENT AGENCIES

	0-24	25-99	100-299	OVER 300
A. SOUND/SLIDE OR FILMSTRIP SETS WITH SOUND				
CATE--Adult	X			
CATE--Child/Adolescent	X			
Fort Logan--Adol. II	X			
Arapahoe	X			
Gilliam		X		
Pueblo	X			
Zebulon Pike	X			
Adams	X			
Jefco	X			
Golden Gate	X			
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain	X			
(1 Missing) PERCENT:	91.7	8.3	0.0	0.0

TABLE 36 Continued

	0-24	25-99	100-299	OVER 300
B. SEPARATE RECORDINGS:				
CATE--Adult		X		
CATE--Child/Adolescent				X
Fort Logan--Adol. II	X			
Arapahoe	X			
Gilliam			X	
Pueblo	X			
Zebulon Pike		X		
Adams	X			
Jefco	X			
Golden Gate				X
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain				X
(1 Missing) PERCENT:	50.0	16.7	8.3	25.0
C. KITS AND GAMES:				
CATE--Adult	X			
CATE--Child/Adolescent	X			
Fort Logan--Adol. II	X			
Arapahoe		X		
Gilliam		- X		
Pueblo	X			
Zebulon Pike		X		
Adams	X			
Jefco	X			
Golden Gate	X			
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain	X			
(1 Missing) PERCENT:	75.0	25.0	0.0	0.0
D. COMICS:				
CATE--Adult	X			
CATE--Child/Adolescent	X			
Fort Logan--Adol. II	X			
Arapahoe		X		
Gilliam		X		
Pueblo	X			
Zebulon Pike	X			
Adams		X		
Jefco	X			
Golden Gate		X		
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain	X			
(1 Missing) PERCENT:	66.7	33.3	0.0	0.0

TABLE 36 Continued

	0-24	25-99	100-299	OVER 300
E. 8MM and 16MM FILMS:				
CATE--Adult		X		
CATE--Child/Adolescent	X			
Fort Logan--Adol. II	X			
Arapahoe	X			
Gilliam	X			
Pueblo	-	-	-	-
Zebulon Pike	X			
Adams	-	-	-	-
Jefco	X			
Golden Gate	X			
Lathrop	-	-	-	-
Mountview	-	-	-	-
Lookout Mountain			X	
(4 Missing) PERCENT:	77.8	11.1	11.1	0.0
F. PAMPHLETS:				
CATE--Adult	X			
CATE--Child/Adolescent	X			
Fort Logan--Adol. II		X		
Arapahoe	X			
Gilliam				X
Pueblo	X			
Zebulon Pike		X		
Adams	X			
Jefco	X			
Golden Gate	X			
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain	X			
(1 Missing) PERCENT:	75.0	16.7	0.0	8.3
G. PICTURES, INCLUDING STUDY PRINTS:				
CATE--Adult	X			
CATE--Child/Adolescent	X			
Fort Logan--Adol. II				X
Arapahoe	X			
Gilliam				X
Pueblo	X			
Zebulon Pike			X	
Adams	-	-	-	-
Jefco	-	-	-	-
Golden Gate	X			
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain	X			
(3 Missing) PERCENT:	70.0	0.0	10.0	20.0

TABLE 36 Continued

	0-24	25-99	100-299	OVER 300
H. SILENT SLIDE AND FILMSTRIP SETS:				
CATE--Adult		X		
CATE--Child/Adolescent	X			
Fort Logan--Adol. II	X			
Arapahoe	X			
Gilliam				X
Pueblo	X			
Zebulon Pike	X			
Adams	X			
Jefco	-	-	-	-
Golden Gate	X			
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain			X	
(2 Missing) PERCENT:	72.7	9.1	9.1	9.1
I. VIDEO TAPES:				
CATE--Adult	X			
CATE--Child/Adolescent	X			
Fort Logan--Adol. II	X			
Arapahoe	X			
Gilliam				X
Pueblo	-	-	-	-
Zebulon Pike	X			
Adams	-	-	-	-
Jefco	-	-	-	-
Golden Gate	X			
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain		X		
(4 Missing) PERCENT:	77.8	11.0	0.0	11.1
J. MAPS (UNBOUND)				
CATE--Adult	X			
CATE--Child/Adolescent	X			
Fort Logan--Adol. II	X			
Arapahoe	X			
Gilliam	-	-	-	-
Pueblo	X			
Zebulon Pike		X		
Adams	-	-	-	-
Jefco	X			
Golden Gate	X			
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain	X			
(3 Missing) PERCENT:	90.0	10.0	0.0	0.0

The data from the table above suggested that agencies had only minimal numbers of audiovisual and nonbook materials. Over 91 percent of the agencies had less than 25 sound/slide or filmstrip sets with sound. One agency, Gilliam, had between 25-99 items in this category. There were a few more separate recordings available than other items; however, 50 percent of the agencies were on the lowest end of the scale and reported 1-25 items; 17 percent had 25-99 recordings; eight percent had 100-300; and 25 percent had over 300 recordings. Kits and games were available but in limited numbers: 75 percent of the agencies reported having 1-24 items, and the other 25 percent had less than 100.

Comic books like paperbacks can be a great stimulus in working with the reluctant or poor reader. Here again the State Library was in the process of adding materials to this area. Two-thirds of the agencies, however, reported a limited supply of comics, with only 0-24 available; one-third of the agencies reported having 25-99 comics. Films, much more expensive visual items, were also limited in their availability to residents. Only two agencies reported having more than the number represented on the lowest end of the scale: the Adult Library at CATE had between 25 to 99 films, and Lookout Mountain School indicated between 100 to 299 films. All other agencies either did not report in this area or had between 0-24 films.

Pamphlets also represent an inexpensive, but useful source of information, which may be used effectively to supplement classroom learning. Very often the student who finds the thought of an entire book on a subject too much, may be encouraged by the use of the brief format. Seventy-five percent of the agencies reported only a few pamphlets--or 0.24; two agencies had between 25 and 99, and Gilliam reported over 300 pamphlets. The agencies reported having a few more items in the category of pictures, which also included study prints: 70 percent of them had fewer than 25 items, but ten percent had over 100, and 20 percent had over 300 pictures. Several agencies did not report in this area.

Slide and filmstrip sets with sound were reported earlier. Silent slide and filmstrip sets were somewhat more available than those with sound. Seventy-three percent of the agencies were again on the lowest end of the scale with 0-24 items; but at least one agency reported at each of the other scale levels. Also few in numbers were video tapes, with 78 percent of the agencies reporting 0-25 tapes; Lookout Mountain indicated they had between 25-99, and Gilliam had over 300 video tapes. The final category of audiovisual and/or nonbook materials was maps. Maps, along with sound/slide and filmstrip sets, were among the fewest items available in the agencies surveyed here. Ninety percent of them indicated holdings of less than 25 items. Zebulon Pike was the only Center to have between 25-99 maps. The equipment needed to support the use of these audiovisual materials is indicated in Table Thirty-Seven.

TABLE 37

NUMBERS OF AUDIOVISUAL EQUIPMENT

OTHER RESIDENT AGENCIES

a. SLIDE PROJECTORS:	NONE	1-3	4-8	OVER 8
CATE--Adult	X			
CATE--Child/Adol.	X			
Fort Logan--Adol.II	X			
Arapahoe		X		
Gilliam			X	
Pueblo	X			
Zebulon Pike		X		
Adams		X		
Jefco	-	-	-	-
Golden Gate	X			
Lathrop		X		
Mountview	-	-	-	-
Lookout Mountain	X			
(2 missing)				
PERCENT:	54.5	36.4	9.1	0.0

b. FILMSTRIP PROJECTORS:	NONE	1-3	4-8	OVER 8
CATE--Adult	X			
CATE--Child/Adol.	X			
Fort Logan--Adol.II	X			
Arapahoe		X		
Gilliam			X	
Pueblo	X			
Zebulon Pike		X		
Adams		X		
Jefco	-	-	-	-
Golden Gate		X		
Lathrop		X		
Mountview	-	-	-	-
Lookout Mountain	X			
(2 Missing)				
PERCENT:	45.5	45.5	9.1	0.0

TABLE 37 continued

		NONE	1-3	4-8	OVER 8
c. VIDEO PLAYBACK UNITS:					
CATE--Adult		X			
CATE--Child/Adol.		X			
Fort Logan--Adol.II		X			
Arapahoe		X			
Gilliam		X			
Pueblo		X			
Zebulon Pike		-	-	-	-
Adams		X			
Jefco		X			
Golden Gate		X			
Lathrop			X		
Mountview		-	-	-	-
Lookout Mountain		X			
(2 missing)					
	PERCENT:	90.9	9.1	0.0	0.0
d. AUDIO PLAYERS:					
CATE--Adult		X			
CATE--Child/Adol.			X		
Fort Logan--Adol.II		X			
Arapahoe			X		
Gilliam				X	
Pueblo		X			
Zebulon Pike			X		
Adams			X		
Jefco			X		
Golden Gate			X		
Lathrop			X		
Mountview		-	-	-	-
Lookout Mountain		X			
(1 missing)					
	PERCENT:	33.3	58.3	8.3	0.0

TABLE 37 continued

e. FILM PROJECTORS:		NONE	1-3	4-8	OVER 8
CATE--Adult		X			
CATE--Child/Adol.		X			
Fort Logan--Adol.II		X			
Arapahoe			X		
Gilliam				X	
Pueblo			X		
Zebulon Pike			X		
Adams			X		
Jefco			X		
Golden Gate			X		
Lathrop			X		
Mountview		-	-	-	-
Lookout Mountain		X			
(1 missing)					
	PERCENT:	33.3	58.3	8.3	0.0

f. MICROFORM VIEWERS:		NONE	1-3	4-8	OVER 8
CATE--Adult		X			
CATE--Child/Adol.		X			
Fort Logan--Adol.II		X			
Arapahoe		X			
Gilliam		X			
Pueblo		X			
Zebulon Pike		-	-	-	-
Adams		X			
Jefco		X			
Golden Gate		X			
Lathrop		X			
Mountview		-	-	-	-
Lookout Mountain		X			
(2 missing)					
	PERCENT:	100.0	0.0	0.0	0.0

TABLE 37 continued

	NONE	1-3	4-8	OVER 8
g. SLIDE AND/OR FILMSTRIP VIEWERS:				
CATE--Adult			X	
CATE--Child/Adol.	X			
Fort Logan--Adol.II	X			
Arapahoe		X		
Gilliam	-	-	-	-
Pueblo	X			
Zebulon Pike	-	-	-	-
Adams		X		
Jefco		X		
Golden Gate		X		
Lathrop			X	
Mountview	-	-	-	-
Lookout Mountain	X			
(3 missing)				
PERCENT:	40.0	40.0	20.0	0.0
h. TYPEWRITERS:				
CATE--Adult		X		
CATE--Child/Adol.		X		
Fort Logan--Adol.II	X			
Arapahoe		X		
Gilliam				X
Pueblo		X		
Zebulon Pike		X		
Adams		X		
Jefco		X		
Golden Gate		X		
Lathrop		X		
Mountview	-	-	-	-
Lookout Mountain	X			
(1 missing)				
PERCENT:	16.7	75.0	0.0	8.3

TABLE 37 continued

		NONE	1-3	4-8	OVER 8
i. MUSICAL INSTRUMENTS/RADIOS:					
CATE--Adult		X			
CATE--Child/Adol.		X			
Fort Logan--Adol.II		X			
Arapahoe		X			
Gilliam					X
Pueblo		X			
Zebulon Pike			X		
Adams			X		
Jefco			X		
Golden Gate			X		
Lathrop		X			
Mountview		-	-	-	-
Lookout Mountain		X			
(1 Missing)					
	PERCENT:	58.3	33.3	0.0	8.3
j. TEACHING MACHINES:					
CATE--Adult		X			
CATE--Child/Adol.		X			
Fort Logan--Adol.II		X			
Arapahoe		X			
Gilliam					X
Pueblo		X			
Zebulon Pike		X			
Adams			X		
Jefco			X		
Golden Gate		X			
Lathrop		X			
Mountview		-	-	-	-
Lookout Mountain		X			
(1 Missing)					
	PERCENT:	75.0	16.7	0.0	8.3

TABLE 37 continued

	NONE	1-3	4-8	OVER 8
k. OTHER:				
CATE--Adult	-	-	-	-
CATE--Child/Adol.	X			
Fort Logan--Adol.II		X		
Arapahoe	-	-	-	-
Gilliam	-	-	-	-
Pueblo	X			
Zebulon Pike	-	-	-	-
Adams	-	-	-	-
Jefco	-	-	-	-
Golden Gate	-	-	-	-
Lathrop	-	-	-	-
Mountview	-	-	-	-
Lookout Mountain	-	-	-	-
(10 missing)				
PERCENT:	66.7	33.3	0.0	0.0

In reviewing the data in the table above, it may be noted that nearly half or more of the agencies indicated NONE for the various items of equipment. The two items which were exceptions were film projectors and audio players. Even with these more available items, one-third of the agencies reported NONE. In addition, 55 percent of the agencies had no slide projectors; 36 percent had one to three projectors, and Gilliam had between four to eight slide projectors. This same pattern was true for filmstrip projectors: 46 percent of the agencies reported having NONE; 46 percent had one to three, and Gilliam had four to eight filmstrip projectors.

Video playback units represent a considerable expense, so it was not surprising to find that only one agency, Lathrop, had access to at least one player. According to the information received from the Library Survey, it appeared that Gilliam had over 300 video tapes and no video equipment; while Lathrop had the equipment and few, if any, video tapes. Other recording equipment was more available. Audio recordings were among the most numerous of material items held by the agencies, and in support of these materials, there were also more audio players available than many other pieces of equipment. Only one-third of the agencies had no players; 58 percent of them had one to three players, and one agency--Gilliam, had four to eight audio players. Film projectors were available to the same extent, and once again, Gilliam had the largest number. None of the agencies reported having any microform viewers.

Sixty percent of the agencies had some slide and/or filmstrip viewers, although at least 73 percent of them indicated few audiovisual materials of that type. Forty percent of the agencies reported not having any slide/filmstrip viewers. Typewriters also represented another item which was available to a greater extent than other equipment: 75 percent of the agencies reported having at least one typewriter; Gilliam had over eight, and only 17 percent of the agencies reported that they did not have any typewriters. In addition, a number of the agencies also reported having musical instruments and radios: 42 percent had at last one, and Gilliam had over eight; 58 percent of the agencies reported NONE.

Teaching machines, which can be helpful in correcting certain types of reading problems, and for individualizing instruction, were among the items with limited availability. Only three of the agencies reported having teaching machines: Adams and Jefco reported having one to three, and Gilliam over eight. The remaining 75 percent of the agencies indicated that they did not have teaching machines. Overhead projectors were also reported by one unit--the Adolescent II Unit at Fort Logan, which reported this equipment under OTHER.

To summarize the data which made up the quantitative variable in the thirteen other resident agencies: in terms of staffing and seating space, only two agencies reported having actual libraries which were currently in use and which had separate quarters. Two other agencies had unused library quarters which housed some older materials. One of these was in the process of renovating the library for use again. Materials collections and equipment were, for the most part, housed in classrooms, recreation areas, or dormitories. The two established libraries at Colorado State Hospital served residents in mental health care programs--one library served the adults, and the other served the Child/Adolescent Division. The Adult Library had one full-time paraprofessional, and the library for the younger group was maintained by a part-time paraprofessional worker. This latter library also provided space and seating for small classroom groups. Seating space in the Adult Library could accomodate less than 15 percent of the population, and the Child/Adolescent Division could seat less than four percent in the library. Seating space in the other agencies depended largely on the number of residents. In the small institutions there was only one classroom, and most of the materials were usually housed in or around that area--thus providing access for all residents. On the other hand, larger agencies had several classrooms, so access to materials was limited to the number of residents in the class. Leisure reading materials, such as paperback books, comics, and magazines were often housed in the dormitory areas. Some agencies such as Gilliam, had required reading periods for residents while in their rooms.

In terms of materials holdings and equipment, the agencies had only minimal holdings in all areas: 70 to 90 percent of the agencies reported book materials on the lowest end of the scale. However, one agency did report having over 100 reference book titles, and a book collection of over 4500 items. Audiovisual materials were less available than book and other printed materials. Two-thirds or more of the agencies reported having less than 25 of any type of audiovisual or nonbook items. The one exception to this pattern was separate recordings; although 50 percent of the agencies reported having less than 25 recordings; the other 25 percent indicated holdings over 300. The availability of other nonbook items was, for the most part, on the lowest end of the scale.

Audiovisual and other equipment were also not widely available in the agencies: 50 percent or more of the agencies reported NONE for most items listed. Exceptions were for audio players, film projectors, and slide and/or filmstrip viewers. Typewriters were also among the more readily available pieces of equipment in the thirteen resident agencies: 75 percent of them reported having at least one. The equipment which was the least in evidence: video playback units, microform viewers, and teaching machines.

The resident agencies ranked as follows in overall quantitative scores:

AGENCY	RANK
Gilliam Detention Center	1
CATE Child/Adolescent Division	2
Zebulon Pike Detention Center	3
Golden Gate Youth Camp	4
Arapahoe Detention Center	5
CATE Adult Unit	6
Fort Logan Adolescent II Unit	6
Pueblo Detention Center	7
Lathrop Park Youth Camp	8
Lookout Mountain School	8
Adams County Detention Center	9
Jefferson County Youth Center	10
Mountview School	11

These agency rankings for the quantitative variable were based on raw scores and did not reflect the size of the population served. In addition, statistical data regarding the acquisition of materials were maintained only by the two libraries at Colorado State Hospital. For this reason the data reported were based on estimation for all other agencies. Resident use of the library and/or classroom materials and services was also reported for this group of agencies. The results of such data collection appear in Table Thirty-Eight below.

TABLE 38

USE OF MATERIALS AND SERVICES

OTHER RESIDENT AGENCIES

	0-999	1000-1999	2000-2999	OVER 3000
a. ITEMS CIRCULATED:				
CATE--Adult	X			
CATE--Child/Adol.			X	
Fort Logan--Adol.II	X			
Arapahoe	X			
Gilliam	-	-	-	-
Pueblo	X			
Zebulon Pike			X	
Adams		X		
Jefco	-	-	-	-
Golden Gate			X	
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain	-	-	-	-
(4 missing)				
PERCENT:	55.6	11.1	33.3	0.0

TABLE 38 continued

b. ITEMS USED IN THE LIBRARY:	0-999	1000-1999	2000-2999	OVER 3000
CATE--Adult	X			
CATE--Child/Adol.			X	
Fort Logan--Adol.II	X			
Arapahoe	X			
Gilliam	-	-	-	-
Pueblo	X			
Zebulon Pike				X
Adams	X			
Jefco	-	-	-	-
Golden Gate	X			
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain	-	-	-	-
(4 missing)				
PERCENT:	77.8	0.0	11.1	11.1

c. REFERENCE OR INFORMATION QUESTIONS ANSWERED:	0-499	500-1499	1500-4500	OVER 4500
CATE--Adult	X			
CATE--Child/Adol.	X			
Fort Logan--Adol.II	X			
Arapahoe	X			
Gilliam	-	-	-	-
Pueblo	X			
Zebulon Pike			X	
Adams	X			
Jefco	-	-	-	-
Golden Gate	X			
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain	-	-	-	-
(4 missing)				
PERCENT:	88.9	0.0	11.1	0.0

TABLE 3B continued

d. TIMES READER'S ADVISORY SERVICES OFFERED:

	0-499	500-1499	1500-4500	OVER 4500
CATE--Adult	X			
CATE--Child/Adol.	X			
Fort Logan--Adol.II	X			
Arapahoe		X		
Gilliam	-	-	-	-
Pueblo	X			
Zebulon Pike	X			
Adams		X		
Jefco	-	-	-	-
Golden Gate	X			
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain	-	-	-	-
(4 missing)				
PERCENT:	77.8	22.2	0.0	0.0

e. ITEMS BORROWED FROM OTHER LIBRARIES:

	0-150	151-299	300-500	OVER 500
CATE--Adult	X			
CATE--Child/Adol.		X		
Fort Logan--Adol.II	X			
Arapahoe	X			
Gilliam	-	-	-	-
Pueblo	X			
Zebulon Pike	X			
Adams	X			
Jefco	-	-	-	-
Golden Gate	X			
Lathrop	X			
Mountview	-	-	-	-
Lookout Mountain	-	-	-	-
(4 missing)				
PERCENT:	88.9	11.1	0.0	0.0

TABLE 38 continued

f. REFERENCE OR INFORMATION QUESTIONS ANSWERED BY OTHER LIBRARIES:	0-150	151-299	300-500	OVER 500
CATE--Adult	X			
CATE--Child/Adol.	X			
Fort Logan--Adol.II	X			
Arapahoe	X			
Gilliam	-	-	-	-
Pueblo	X			
Zebulon Pike	X			
Adams	X			
Jefco	-	-	-	-
Golden Gate	X			
Lathrop	-	-	-	-
Mountview	-	-	-	-
Lookout Mountain	-	-	-	-
(5 missing) PERCENT:	100.00	0.0	0.0	0.0

g. 8MM or 16MM FILMS BORROWED:	0-249	250-499	500-750	OVER 750
CATE--Adult	X			
CATE--Child/Adol.	X			
Fort Logan--Adol.II	X			
Arapahoe	-	-	-	-
Gilliam	X			
Pueblo	X			
Zebulon Pike		X		
Adams	X			
Jefco	X			
Golden Gate	X			
Lathrop	X			
Mountview	X			
Lookout Mountain	X			
(1 missing) PERCENT:	91.7	8.3	0.0	0.0

In reviewing the data in the table above on resident use of materials and services, it is important to keep in mind that only two of the agencies had actual libraries and the personnel to maintain records. Teachers were therefore asked to estimate use (circulation), how often they helped the residents find materials which were suited to their reading or audiovisual needs (reader's advisory services), and how many times they helped a resident answer an information question (reference). Interlibrary loan services were not provided to agencies when there was no library. In many instances, some information was not possible to determine; therefore, the data in this table must, as a result, be regarded as tentative.

The data in the table above indicated that the numbers of items circulated or used in the library were modest. Over 50 percent of the agencies who reported circulated less than a thousand materials a year: 11 percent circulated over 1000, but less than 2000 items; and three agencies--the Child/Adolescent Division at CATE, Zebulon Pike, and Golden Gate Youth Camp--circulated between 2000 and 3000 materials. This latter statistic appeared to be a very credible record for both Golden Gate and Zebulon Pike which had populations of under 50 residents. These findings suggested that residents in the two agencies were reading approximately a book a week.

Items circulated reflected books and other materials which residents used during times when they were not in classes. The next category deals with materials used in the library and reflects the use of audiovisual materials, reference resources, and other printed sources used to supplement learning primarily in the classroom. In this category 78 percent of the agencies reported less than 1000 items used in the library. One library, in the CATE Child/Adolescent Division, reported materials use of between 2000 and 3000, and Zebulon Pike indicated use over 3000. Again, this latter figure reflected a very credible record of materials use at the Detention Center.

The other more traditional services offered by libraries were not offered by materials services which centered around classroom and dormitory collections. Therefore, 89 percent of the agencies indicated less than 500 reference or information questions answered, and one agency, again Zebulon Pike, indicated between 1500 and 4500 questions answered. Reader's advisory services, which included helping residents find a book to read, operate a piece of audiovisual equipment, and the like, were also limited: 79 percent of the agencies reported that reader's advisory services were offered less than 500 times, and 22 percent of the agencies reported less than 1600 times. What such figures suggested is that, given a population of 100 residents, for example, each individual person had, over the course of a year, received personal help in the use of materials only about five times.

Interlibrary loan services were reflected in a statement which solicited data regarding the numbers of materials which had been borrowed from other libraries. These services were limited in the agencies: 90

percent of them reported 1-150 items borrowed, and one library indicated that 151-299 items had been borrowed. Data were also requested which covered the numbers of reference or information questions answered by other libraries: 100 percent of the agencies reported that 1-150 reference or information questions were so answered. While these last two items did not constitute major consideration in materials services for residents, they pointed out that when libraries do not exist, such services are even more limited.

Motion picture films represent a much used source for both educational and recreational needs of individuals. Since films, especially 16mm films, represent a considerable outlay of expense, they are, for the most part, borrowed items. Agencies were, therefore, asked how many films they borrowed during the year: 92 percent indicated that they borrowed less than 250 films a year. These data suggested that the average use of films was approximately three films per week or less by most agencies. This use of films was low compared to most public school use, according to the film coordinator at the University of Arizona, Kathy Holsinger. Film use by state agencies was also small when compared to the number of films circulated by State Library. From 1976-78, the State Library circulated 34,231 films to institutions, state agencies, and others. Only 11 percent of the films loaned during this two-year period were borrowed by State institutions and State agencies. The other 89 percent were borrowed primarily by schools and public libraries.

The thirteen resident agencies reported additional information about the use of films and the awareness of certain services through checklist items F-8 through G-3 on the Survey Questionnaire. The agencies were asked to indicate what percent of the films came from various sources. The two most frequently used sources for films were the State Library, and to some lesser extent, local school districts. Nine of the thirteen agencies listed the State Library as a scource for films, with four of them indicating 90-100 percent of their films borrowed from there. Two agencies indicated that 50 percent of their films were borrowed from the State Library; two agencies indicated 25 percent; and one agency noted that only five percent of their films were borrowed from State Library. Four agencies listed local school districts as providing 50 percent or more of their films. Other sources for films borrowed by the agencies were as follows: two agencies reported use of local sources, including a local television station; one agency reported 50 percent of the films borrowed from a local source, and the other agency, 25 percent of the films borrowed from a local source. Three agencies listed rental sources, with two of them indicating that 50 to 65 percent of the films they used were rented; one agency indicated that ten percent were rented. Other agencies included free sources of films, which were listed by three agencies; two of them indicated that ten percent of their films were obtained through these free sources. One agency listed an unspecified source located in Denver; and two agencies did not borrow any films.

The institutional agencies were also asked whether they were aware of a number of grants and services. These listings included the following items: Library Services & Construction Act (LSCA), Law Enforcement Assistance Administration (LEAA), Elementary and Secondary Education Act (ESEA, Title IV), National Library of Medicine (NLM), Right to Read Program/Reading is Fundamental (RIF), and a number of Colorado Regional Library Systems Services. These services included: reference and interlibrary loan, consultant services, continuing education activities, Books-by-Mail, data-base searching, and rotating collections of materials. Agency personnel indicated a knowledge of most of the items, with the exception of NLM, Books-by-Mail, and continuing education activities, which were checked by only two agencies. Awareness of the other items were in the following ranked order, from most often recognized, to least often: ESEA, checked by ten agencies; LEAA and consultant services, by nine; reference and interlibrary loan, by eight agencies; rotating collections of materials, RIF and LSCA, by six; and lastly, awareness of data-base searching as a service offered by the Colorado Regional Library Systems was checked by five agencies. One point of interest related to this data is that although almost all of the agencies had received materials through State Library's administration of LSCA funds, less than half of the agencies indicated an awareness of this federal grant.

The agencies were also asked if they had used any of the services listed above. Seven of the agencies answered YES, and four answered NO. Two agencies did not respond to this item on the questionnaire. The Library Survey also requested information as to which of these services/programs had been valuable. The service most frequently cited was that of the consultants from State Library. Other services listed by more than one agency included RIF and reference and interlibrary loan offered through the regional library systems. Other services rated valuable by at least one agency were: continuing education and films. One agency indicated that all the services were valuable.

To summarize the data which made up the qualitative variable for the three types of resident agencies: many of the agencies did not have a separate library facility; materials collections and equipment were mostly housed in classrooms and in dormitory or other living areas. Two of the agencies did, however, have separate library facilities. These two libraries were open a limited number of hours, with only the adult library reporting 40-hour a week accessibility--and on weekdays only. They also had limited seating space. The materials collections in the libraries were classified and cataloged, providing ease of access for the location of titles. Agencies without library facilities organized their collections either by topic or by size. Some were not organized at all.

Residents in these thirteen agencies had access to materials, either directly, or through a staff member if they were confined to a dormitory area. Use of the collections, however, was low with less than 1000 items circulated in a year for over fifty percent of the agencies, and less than

1000 items used in the library or classroom in 78 percent of the agencies. Only three agencies circulated larger numbers of materials; two of these had smaller populations which indicated a credible record of materials use. Without libraries, there was little to be found in terms of traditional library services, such as reference, reader's advisory services, interlibrary loan, and so on. The agencies did borrow films for both educational and recreation use, with 92 percent indicating less than 250 films borrowed per year. This statistic was low compared to usage in most public schools. Most of the films used by the agencies were supplied by the State Library in addition to local school districts. Agency personnel filling out the Library Survey Questionnaire indicated awareness of many services and grants and appeared to be well informed about such matters. However, only seven of the thirteen agencies indicated making use of these services. The one service rated as the most important was that of the consultant services provided by the State Library.

Total qualitative scores were tabulated for the thirteen agencies which ranked as follows:

AGENCY	RANK
Golden Gate Youth Camp	1
CATE Child/Adolescent Division	2
Arapahoe Detention Center	2
Zebulon Pike Detention Center	2
CATE/Adult Unit	3
Pueblo Detention Center	4
Adams County Detention Center	4
Jefferson County Youth Center	5
Lathrop Park Youth Camp	6
Fort Logan Adolescent II Unit	7
Gilliam Detention Center	8
Lookout Mountain School	9
Mountview School	10

As with the quantitative scores, these agency rankings for the qualitative variable were based on raw scores which did not reflect the size of the population served. In addition, statistical data regarding the use of materials and services was maintained only by the two libraries at Colorado State Hospital. For this reason the data reported was based on estimation and was therefore tentative for all other agencies.

This section has reported the quantitative and qualitative variables for library and/or materials services involving thirteen resident agencies in the Department of Institutions. These variables were described in terms of their frequency, and no attempt was made in this section to evaluate the data in relation to the number of residents served. How this data compared with national library standard recommendations, which are to a large extent based on population figures, is noted and discussed in the section which follows.

3. The National Standards.

The most recently published standards appropriate for the largest represented group of residents among these three types of agencies was Library Standards For Juvenile Correctional Institutions (1975). These standards were developed by the American Correctional Association in cooperation with the American Library Association. The standards appeared to be suited to the library needs of both youth in detention and youth in mental health care. The standards may not have served as well for the one adult agency library in the mental health care unit. However, hospital standards for adult residents were out of date and currently in need of revision.

One of the main considerations in evaluating library services for institutionalized youth was the recognition of a basic philosophy inherrent in such service: that the institutional library serve as a combination of both school library--that is, in support of the education program, and as public library--in support of resident recreational and information needs. The new correctional standards for youth expressed this notion in the following statement:

> The library in a juvenile correctional institution shall function as a combination of a school library and a public library (p.3).

This statement was further elaborated by additional explanation of this philosophy which viewed the institutional library as a support system which was integrated into the total care program in the following statement:

> The library in the juvenile correctional institution should support, broaden, and strengthen the institution's total program to train and rehabilitate delinquents through treatment and compensatory education (p.3).

The concept of the dual function of an institutional library did not appear to be understood by personnel involved in the education and administration of the agencies during the on-site interviews. There was a tendency on the part of agency personnel to view classroom materials as educationally supportive, and materials supplied by State Library as recreational--or public library oriented. There seemed little awareness of the need for these services to be a unified whole. This attitude was especially evident at the Mountview and Lookout Mountain schools where there was reluctance to provide a count of classroom materials as part of the total materials collection in the agency. In this sense classroom materials were seen as "textbooks", as opposed to a general materials collection. The agencies, therefore, did not meet this first standard which was basic to understanding the philosophy of institutional library services for youth.

The concept of the dual function of the institutional library is based on the fact that residents spend their time entirely within the institution, except for those in community-based centers, and are, therefore, prevented from having access to community library services. In addition, developing in residents an interest and awareness of materials and services offered by libraries may also provide a helpful bridge to rehabilitation when the individual is released. In this sense, the standards also stated:

> The materials in the juvenile correctional institution library shall be selected to meet educational, informational, recreational, and self-developmental needs of users (p.3).

In implementation of this statement, the standards recommended that there be written statements of policy regarding the selection and maintenance of materials in the institutional library. Generally, materials which were in the agencies appeared to be suited to the needs of the users. The one exception was gift books which were often not suited to the reading levels or interest of an adolescent group. Such items should either be sold or discarded when not appropriate to resident needs. Written policies regarding the selection of materials were also not available at any of the agencies except the Adult Library at Colorado State Hospital. Materials were purchased either by State Library personnel or institutional personnel as funding dictated.

The national standards recommended that a number of library services be performed in the juvenile correctional institutions. These services were: reader's advisory, interlibrary loan through arrangements with local public libraries, local school systems and/or state library agencies. Also recommended were the promotion and stimulation of library materials through programs, contests, book lists, and other appropriate means. Most of the agencies did not provide these services and, therefore, did not meet standards--or met them at only some very minimal level. One of the agencies did receive materials from a local school cooperative--or BOCES; four agencies borrowed films from school districts; but none had formal written arrangements with public libraries or systems. All agencies were served by the State Library, with the exception of the Adult Unit at Fort Logan, and the Adolescent Divisions there--which were only recently identified. There was little evidence during the on-site visits of a planned program for the use of materials in the agencies, except for the planned reading program at Gilliam, nor were there program services. For the most part, the agencies did not meet the standards regarding services performed.

These national standards also provided quantitative recommendations for minimal numbers of materials. These recommendations were based on resident population units of 100 or less. Recommendations for numbers of books, magazines, and other materials were as follows:

BOOKS:	The collection shall contain no less than 4,000 well-selected titles, or 20 volumes per resident, whichever is greater
MAGAZINES:	40-80 titles with multiple copies as needed.
NEWSPAPERS:	10 titles, including one local, one state, and one national.
VERTICAL FILE MATERIALS:	Materials sufficient to meet the needs and interests of the residents--clippings, articles, pamphlets, pictures, etc.
FILMSTRIPS:	10 titles per resident.
8MM & SUPER 8:	3 titles per resident.
CASSETTE & DISC RECORDINGS:	6-8 titles per resident.
OTHER MATERIALS:	Games, puzzles, kits, art objects, realia, comic books, modeling clay, crayons, etc. (p. 4).

Table Thirty-Nine below provides a profile of the above standards when compared to actual material holdings in the thirteen agencies. The differences between holdings and standards are also indicated. These differences are calculated on the following resident population figures: 750--CATE Adult Unit; 100--CATE Child/Adolescent Division; 20--Fort Logan Adolescent II Unit; 20--Arapahoe Detention Center; 100--Gilliam Center; 25--Pueblo Detention Center; 20--Zebulon Pike; 35--Adams County Detention; 35--Jefferson County Youth Center; 50--Golden Gate Youth Camp; 50--Lathrop Park Youth Camp; 100--Mountview School; 150--Lookout Mountain School.

TABLE 39

STANDARDS COMPARED TO AGENCY HOLDINGS
RESIDENT AGENCIES

MATERIALS	AGENCY HOLDINGS	STANDARD RECOMMENDATIONS	DIFFERENCE
BOOKS:			
CATE--Adult	9,000-10,000	15,000	-5,000
CATE--Child/Adol.	5,600	4,000	+1,600
Fort Logan--Adol. II	1,020	4,000	-2,980
Apapahoe	1,020	4,000	-2,980
Gilliam	1,020	4,000	-2,980
Pueblo	1,270	4,000	-2,730
Zebulon Pike	3,100 Est.	4,000	- 900
Adams	1,020	4,000	-2,980
Jefco	1,020	4,000	-2,480
Golden Gate	1,270	4,000	-2,730
Lathrop	1,020	4,000	-2,980
Mountview	-	4,000	-
Lookout Mountain	-	4,000	-
MAGAZINES & NEWSPAPERS*:			
CATE--Adult	20	40-80	-20- -60
CATE-Child/Adol.	20	40-80	-20- -60
Fort Logan--Adol. II	20	40-80	-20- -60
Arapahoe	20	40-80	-20- -30
Gilliam	21-47	40-80	-20- -60
Pueblo	20	40-80	-20- -60
Zebulon Pike	20	40-80	-20- -60
Adams	20	40-80	-20- -60
Jefco	20	40-80	-20- -60
Golden Gate	20	40-80	-20- -60
Lathrop	20	40-80	-20- -60
Mountview	20	40-80	-20- -60
Lookout Mountain	20	40-80	-20- -60
FILMSTRIPS:			
CATE--Adult	24	Not applicable	-
CATE--Child/Adol.	48	1,000	-952
Fort Logan--Adol. II	48	200	-152
Arapahoe	48	200	-152
Gilliam	400	1,000	-600
Pueblo	48	250	-202
Zebulon Pike	48	200	-152
Adams	48	350	-202
Jefco	24	350	-326

TABLE 39 Continued

	AGENCY HOLDINGS	STANDARD RECOMMENDATIONS	DIFFERENCE
FILMSTRIPS (Continued)			
Golden Gate	48	5,000	-452
Lathrop	48	5,000	-452
Mountview	-	1,000	-
Lookout Mountain	300	1,500	-1,200
FILM: **			
CATE--Adult	100	Not applicable	-
CATE--Child/Adol.	24	300	-276
Fort Logan--Adol. II	24	60	-36
Arapahoe	24	60	-36
Gilliam	24	300	-276
Pueblo	-	75	-
Zebulon Pike	24	60	-36
Adams	-	105	-
Jefco	24	105	81
Golden Gate	24	150	-126
Lathrop	-	150	-
Mountview	-	300	-
Lookout Mountain	300	450	-150
RECORDINGS			
CATE--Adult	100	Not applicable	-
CATE--Child/Adol.	300	700	-400
Fort Logan--Adol. II	124	140	116
Arapahoe	24	140	-116
Gilliam	300	700	-400
Pueblo	24	175	-151
Zebulon Pike	100	140	-40
Adams	24	245	-221
Jefco	24	245	-221
Golden Gate	300	350	-50
Lathrop	24	350	-326
Mountview	-	700	-
Lookout Mountain	300	1,050	-750

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*Magazines (Periodicals) and Newspaper holdings were lumped together on the library survey. However, there did not appear from the on-site visits to be the newspaper holdings recommended.

** Film holdings are primarily for 8MM and Super 8MM. Standard recommendations suggested access to at least 1000 titles for 16MM.

The data in the above table indicated that all but one of the agencies failed to meet the recommendations for numbers of book materials. Most of the agencies needed to increase their book volumes by approximately 3000 to meet standards. The Adult Library collection at Colorado State Hospital needed an increase of 5000 volumes to meet standards. Although Zeb Pike did not meet standards, this agency lacked only 900 items, and the Child/Adolescent Division Library of CATE had more than the recommended numbers of books.

The agencies also did not have adequate numbers of newspapers nor magazines. All of them needed an additional 20 titles and up to 60 more items. Filmstrips were not up to standard recommendations, either. Agencies needed anywhere from 150 to 1200 more items to meet recommendations. The filmstrip count for the adult library was listed as "not applicable", since such media are often geared to children and young adults and are intended for use in support of educational goals. For this reason the numbers needed to meet standards would not be reasonable for this adult group. Also, the standards were based on the needs of smaller populations than the Adult Unit contained. Films in the smaller and therefore less expensive format also did not meet standard recommendations, although the differences were not quite as large as for filmstrips. Agencies needed from 36 to 276 8mm or super 8mm films to meet minimal standard recommendations. Here again, this was a medium more applicable for youth and for use in education than for the adult resident.

Recordings represented an area of some greater strength in terms of numbers among the audiovisual media available in the agencies. However, most of them would require a great many more to be added to the collections in order to meet standards. The numbers of recordings needed ranged from between 100 for five agencies and up to 750 for the agency with the largest youth population. Two of the agencies came close to meeting standards in this area and needed only 40 or 50 additional items. These two agencies were Zebulon Pike and Golden Gate Youth Camp. Since the standards suggested six to eight recordings per resident, data presented in Table Thirty-Seven was based on a medium of seven recordings per resident population. Again, because these standards were based on smaller institutional populations than the 750 residents in the Adult Division, they would not be applicable, since this would mean over 5000 recordings would need to be added to the CATE adult library to meet standard recommendations.

Most of the agencies did not meet standard recommendations for minimal numbers of materials set forth by the American Correctional Association and the American Library Association for Juvenile Correctional Institutions (1975). Only one resident library had more than the recommended number of books, and two of them nearly met the standards for books and for recordings. The other agencies, however, were far short of standard recommendations for numbers of materials based on resident populations. The standard also recommended that non-English language materials be provided, and that print materials be purchased mainly in paperback covers.

The collections should include legal reference materials which satisfied court mandates, and audiovisual equipment was to be sufficient to meet the needs of the collection and users. The standards did not provide quantitative measures for equipment; they did, however, suggest that the collection include materials needed by staff for their professional information and advancement.

The budgets for these libraries were not sufficient to establish strong collections of materials when limited primarily to ESEA and LSCA funding. Recommendations were that a minimum of 2.5 percent of the institutional budget be allocated based on the average per capita cost for person confined for treatment. This budget recommendation was based not only on numbers of materials, but also for staff and services to be performed in the juvenile institutional library. Services have already been noted earlier. Recommendations for staffing the resident library were as follows:

100-200 resident population
    1 professional librarian
    1 library technician
    1 library clerk

200-500 resident population
    1 professional librarian
    1 assistant librarian
    1 library technician
    1 library clerk

500 and over population
    1 professional librarian
    2 assistant librarians
    1 library technician
    2 or 3 library clerks (p.6)

The standards recommended that the professional librarian be knowledgeable in penology, sociology, and adolescent psychology (mental health in the case of those institutions requiring such background,) and have a fifth year degree in library science, with a knowledge of audiovisual materials and equipment. Recommended staff levels were not met by any of the agencies; nor did any of the agencies have professional librarians, and only two had library staff at all.

In summary, resident libraries and/or materials services in agencies caring for youth in detention and for both adults and youth in mental health care did not meet standards set forth by the American Correctional Association in cooperation with the American Library Association. For the most part there were not actual library facilities, very little in the way of record keeping procedures, or accountability for money spent in a specific materials area. Equipment, staff, facilities, materials, services, and budgets did not meet minimal standard recommendations necessary for quality library programs in institutions.

National library standards such as these provided the study with guidelines for measuring the effectiveness of library operation. In addition, each library or materials collection can also be judged , to some extent, on how well it met the needs of its potential user group. As previously noted, the expectation that users understand what their expectations ought to be remains a weakness of such evaluation. Nonetheless, such measure provided additional insight into the evaluation process when examined, along with frequency analysis of the quantity and quality variables of the library, compared to standard recommendations. Resident responses to satisfaction with the agency library and/or materials services, are reported in the next section.

4. Analysis and Interpretation of the Data

a. Resident Satisfaction: Frequency Response

Resident satisfaction with materials and services was measured in three areas: 1) frequency of library/materials use, 2) evaluation of the quality of materials and services, and 3) attitude toward either the library and/or books and reading and the use of audiovisual materials. These satisfaction data are reported in Tables Forty through Forty-Two. The data in this section are reported and discussed in terms of item frequency of response by residents from all agencies. Agency differences in resident satisfaction levels for totals in the three areas noted above are reported in the section which follows.

Frequency of library and/or materials use was measured using a variable scale of four. Residents responded: NEVER, SELDOM, OFTEN, or VERY OFTEN to eight items. Frequency data results appear in Table Forty.

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TABLE 40

FREQUENCY OF LIBRARY MATERIALS USE

INSTITUTIONAL RESIDENT RESPONSE

	NEVER	SELDOM	OFTEN	VERY OFTEN
A. STUDY BOOKS ON MY OWN:				
CATE--Adult	34.1	18.2	34.1	13.6
CATE--Child/Adol.	15.0	15.0	40.4	30.0
Fort Logan--Adol. II	0.0	45.5	18.2	36.4

TABLE 40 Continued

	NEVER	SELDOM	OFTEN	VERY OFTEN
Study Books on My Own (Continued)				
Arapahoe	8.3	58.3	25.0	8.3
Gilliam	8.0	28.0	48.0	16.0
Pueblo	37.5	12.5	31.3	18.8
Zebulon Pike	18.2	27.3	36.4	18.2
Adams	14.3	42.9	21.4	21.4
Jefco	37.5	25.0	18.8	18.8
Golden Gate	15.4	46.2	30.8	7.7
Lathrop	28.6	50.0	14.3	7.1
Mountview	25.0	50.0	25.0	0.0
Lookout Mountain	15.2	33.3	42.4	9.1
(3 Missing) TOTAL:	21.1	30.8	32.5	15.6
B. CONSULT LIBRARY MATERIALS FOR CLASSROOM ASSIGNMENTS:				
CATE--Adult	50.0	22.7	13.6	13.6
CATE--Child/Adol.	52.6	31.6	0.0	15.8
Fort Logan--Adol. II	9.1	63.6	27.3	0.0
Arapahoe	41.7	33.3	8.3	16.7
Gilliam	8.0	44.0	28.0	20.0
Pueblo	0.0	50.0	12.5	37.5
Zebulon Pike	9.1	45.5	36.4	9.1
Adams	42.9	28.6	14.3	14.3
Jefco	37.5	37.5	18.8	6.3
Golden Gate	46.2	46.2	0.0	7.7
Lathrop	14.3	42.9	14.3	28.6
Mountview	28.6	42.9	28.6	0.0
Lookout Mountain	9.7	35.5	25.8	29.0
(7 Missing) TOTAL:	28.3	37.3	17.2	17.2
C. READ FOR PLEASURE OR TO FOLLOW AN INTEREST OF MY OWN OUTSIDE THE CLASSROOM:				
CATE--Adult	15.9	15.9	36.4	31.8
CATE--Child/Adol.	10.0	15.0	35.0	40.0
Fort Logan--Adol. II	0.0	45.5	0.0	54.5
Arapahoe	0.0	16.7	41.7	41.7
Gilliam	8.0	8.0	56.0	28.0
Pueblo	0.0	31.3	12.5	56.3
Zebulon Pike	0.0	9.1	27.3	63.6
Adams	0.0	35.7	42.9	21.4
Jefco	6.3	18.8	56.3	18.8

TABLE 40 Continued

	NEVER	SELDOM	OFTEN	VERY OFTEN
Read For Pleasure or to Follow An Interest of my Own Outside The classroom: (Continued)				
Golden Gate	30.8	15.4	23.1	30.8
Lathrop	0.0	64.3	14.3	21.4
Mountview	0.0	12.5	75.0	12.5
Lookout Mountain	6.1	33.3	45.5	15.2
(3 Missing) TOTAL:	7.6	23.6	37.1	31.6
D. READ NEWSPAPERS:				
CATE--Adult	31.8	25.0	25.0	18.2
CATE--Child/Adol.	9.5	9.5	47.6	33.3
Fort Logan--Adol. II	27.3	36.4	27.3	9.1
Arapahoe	8.3	50.0	25.0	16.7
Gilliam	12.5	16.7	37.5	33.3
Pueblo	18.8	37.5	31.3	12.5
Zebulon Pike	9.1	63.6	18.2	9.1
Adams	21.4	50.0	7.1	21.4
Jefco	18.8	31.3	25.0	25.0
Golden Gate	7.7	23.1	38.5	30.8
Lathrop	0.0	28.6	57.1	14.3
Mountview	12.5	50.0	0.0	37.5
Lookout Mountain	9.1	21.2	36.4	33.3
(3 Missing) TOTAL:	16.0	29.5	30.8	23.6
E. READ MAGAZINES:				
CATE--Adult	27.3	11.4	36.4	25.0
CATE--Child/Adol	9.5	9.5	52.4	28.6
Fort Logan--Adol II	9.1	36.4	36.4	18.2
Arapahoe	0.0	25.0	58.3	16.7
Gilliam	8.0	24.0	44.0	24.0
Pueblo	6.3	0.0	31.3	62.5
Zebulon Pike	0.0	18.2	36.4	45.5
Adams	14.3	14.3	64.3	7.1
Jefco	12.5	18.8	43.8	25.0
Golden Gate	7.7	0.0	92.3	0.0
Lathrop	7.1	7.1	21.4	64.3
Mountview	12.5	12.5	75.0	0.0
Lookout Mountain	6.1	18.2	54.5	21.2
(2 Missing) TOTAL:	11.3	14.7	47.5	26.5

TABLE 40 Continued

	NEVER	SELDOM	OFTEN	VERY OFTEN
F. USE FILMS, INCLUDING SLIDES AND FILMSTRIPS:				
CATE--Adult	43.2	40.9	11.4	4.5
CATE--Child/Adol.	68.4	31.6	0.0	0.0
Fort Logan--Adol. II	18.2	27.3	18.2	36.4
Arapahoe	66.7	25.0	0.0	8.3
Gilliam	20.0	48.0	28.0	4.0
Pueblo	62.5	18.8	12.5	6.3
Zebulon Pike	0.0	0.0	54.5	45.5
Adams	50.0	28.6	0.0	21.4
Jefco	31.3	12.5	37.5	18.8
Golden Gate	53.8	23.1	15.4	7.7
Lathrop	57.1	35.7	0.0	7.1
Mountview	12.5	50.0	25.0	12.5
Lookout Mountain	27.3	66.7	3.0	3.0
(4 Missing) TOTAL:	39.8	36.0	14.0	10.2
G. LISTEN TO RECORDINGS:				
CATE--Adult	43.2	29.5	11.4	15.9
CATE--Child/Adol.	28.6	14.3	28.6	28.6
Fort Logan--Adol. II	18.2	27.3	0.0	54.5
Arapahoe	66.7	16.7	0.0	16.7
Gilliam	0.0	56.0	28.0	16.0
Pueblo	50.0	18.8	6.3	25.0
Zebulon Pike	9.1	54.5	27.3	9.1
Adams	42.9	21.4	14.3	21.4
Jefco	62.5	25.0	6.3	6.3
Golden Gate	69.2	7.7	15.4	7.7
Lathrop	21.4	21.4	14.3	42.9
Mountview	12.5	37.5	37.5	12.5
Lookout Mountain	46.9	43.8	0.0	9.4
(3 Missing) TOTAL:	37.1	30.4	13.5	19.0
H. OTHER USES:				
CATE--Adult	23.1	3.8	50.0	23.1
CATE--Child/Adol.	0.0	0.0	50.0	50.0
Fort Logan--Adol. II	16.7	33.3	0.0	50.0

TABLE 40 Continued

	NEVER	SELDOM	OFTEN	VERY OFTEN
OTHER USES: (Continued)				
Arapahoe	100.0	0.0	0.0	0.0
Gilliam	10.0	10.0	50.0	30.0
Pueblo	40.0	40.0	20.0	0.0
Zebulon Pike	0.0	33.3	66.7	0.0
Adams	25.0	75.0	0.0	0.0
Jefco	25.0	0.0	25.0	50.0
Golden Gate	66.7	0.0	33.3	0.0
Lathrop	60.0	0.0	20.0	20.0
Mountview	33.3	0.0	0.0	66.7
Lookout Mountain	41.2	5.9	23.5	29.4
(150 Missing) TOTAL:	30.0	12.2	32.2	25.6
OVERALL RATING:	24.1	26.8	28.0	21.1

The table above indicated that the greatest use of materials by residents was to read magazines: 75 percent of the resident respondents reported either OFTEN or VERY OFTEN for usage in this area. The second greatest use of materials by residents was to read for pleasure or to follow interests outside the classroom: 69 percent of the residents reported either OFTEN or VERY OFTEN for such use, and only 8 percent indicated that they NEVER read for pleasure--the smallest number of responses for all items in this table.

Residents did not rate using materials for classroom assignments as frequent as reading magazines or reading for pleasure. Only 34 percent of the residents used materials either OFTEN or VERY OFTEN for classroom assignments--leaving 66 percent of the residents rating such use, SELDOM or NEVER. A similar pattern of usage was found for the item which dealt with studying books on the resident's own time or interests: 62 percent responded to this item either, SELDOM or NEVER. On the other hand, newspapers were used somewhat more frequently: 55 percent of the residents indicated they read newspapers either OFTEN or VERY OFTEN.

Audiovisual materials were the least frequently used by residents: 76 percent of the residents responded either SELDOM or NEVER, to the use of films, slides and filmstrips. Recordings were used somewhat more frequently. Sixty-eight percent responded either, SELDOM or NEVER, to listening to recordings. Finally, 58 percent of the residents indicated other uses of the library and/or materials as either OFTEN or VERY OFTEN. Although asked to specify what these "Other Uses" were, residents rarely did so.

The overall frequency of use on all items for residents from these thirteen agencies was as follows: 24 percent of the residents used materials, NEVER; and 27 percent of the residents used materials, SELDOM. On the other end of the scale, 28 percent of the residents used the library and/or materials, OFTEN; and 21 percent, VERY OFTEN. With an almost equal distribution among the four variable score totals, no one pattern of usage emerged. About 50 percent of the residents did not use materials frequently, and the other half did.

Residents also rated the quality of the materials and services offered in the agencies, in addition to responding to how frequently they made use of the same. Responses were for materials housed in the agency when no library was available. Residents rated seven items on a variable scale of four as: POOR, FAIR, GOOD, or EXCELLENT. The results of frequency tabulation for resident evaluation of materials and services appear in Table Forty-One.

TABLE 41

QUALITY OF MATERIALS SERVICES
INSTITUTIONAL RESIDENT RESPONSE

	POOR	FAIR	GOOD	EXCELLENT
A. HAVING BOOKS I LIKE TO READ:				
CATE--Adult	13.6	27.3	40.9	18.2
CATE--Child/Adol.	5.3	10.5	31.6	52.6
Fort Logan--Adol. II	90.0	0.0	0.0	10.0
Arapahoe	33.3	16.7	41.7	8.3
Gilliam	12.0	28.0	48.0	12.0
Pueblo	0.0	37.5	50.0	12.5
Zebulon Pike	0.0	27.3	54.5	18.2
Adams	0.0	21.4	50.0	28.6
Jefco	25.0	43.8	25.0	6.3
Golden Gate	50.0	25.0	8.3	16.7
Lathrop	7.1	42.9	14.3	35.7
Mountview	12.5	37.5	0.0	50.0
Lookout Mountain	18.2	45.5	21.2	15.2
(6 Missing) TOTAL:	17.5	29.5	32.5	20.5

TABLE 41 Continued

	POOR	FAIR	GOOD	EXCELLENT
B. HOURS THAT THE LIBRARY OR READING AREA IS OPEN:				
CATE--Adult	38.6	25.0	31.8	4.5
CATE--Child/Adol.	0.0	19.0	81.0	0.0
Fort Logan--Adol. II	90.0	0.0	10.0	0.0
Arapahoe	16.7	50.0	33.3	0.0
Gilliam	12.0	48.0	28.0	12.0
Pueblo	18.8	56.3	25.0	0.0
Zebulon Pike	54.5	18.2	27.3	0.0
Adams	7.1	42.9	42.9	7.1
Jefco	31.3	31.3	31.3	6.3
Golden Gate	16.7	33.3	0.0	50.0
Lathrop	28.6	35.7	14.3	21.4
Mountview	37.5	25.0	37.5	0.0
Lookout Mountain	36.4	18.2	30.3	15.2
(4 Missing) TOTAL:	28.4	30.5	32.2	8.9
C. HAVING INTERESTING THINGS TO DO:				
CATE--Adult	18.2	27.3	36.4	18.2
CATE--Child/Adol.	0.0	15.8	63.2	21.1
Fort Logan--Adol. II	90.0	0.0	0.0	10.0
Arapahoe	41.7	50.0	8.3	0.0
Gilliam	16.0	44.0	32.0	8.0
Pueblo	18.8	18.8	50.0	12.5
Zebulon Pike	27.3	36.4	36.4	0.0
Adams	21.4	28.6	35.7	14.3
Jefco	13.3	46.7	26.7	13.3
Golden Gate	41.7	41.7	8.3	8.3
Lathrop	14.3	57.1	14.3	14.3
Mountview	37.5	12.5	25.0	25.0
Lookout Mountain	33.3	42.4	24.2	0.0
(7 Missing) TOTAL:	24.9	33.5	30.5	11.2
D. GETTING HELP WHEN I NEED IT FROM THE LIBRARY STAFF:				
CATE--Adult	14.0	46.5	20.9	18.6
CATE--Child/Adol.	0.0	9.5	42.9	47.6
Fort Logan--Adol. II	90.0	0.0	10.0	0.0

TABLE 41 Continued

	POOR	FAIR	GOOD	EXCELLENT
Getting Help When I Need It From the Library Staff (Continued)				
Arapahoe	33.3	33.3	33.3	0.0
Gilliam	0.0	20.0	40.0	40.0
Pueblo	12.5	25.0	50.0	12.5
Zebulon Pike	10.0	30.0	40.0	20.0
Adams	14.3	7.1	64.3	14.3
Jefco	12.5	12.5	37.5	37.5
Golden Gate	33.3	41.7	16.7	8.3
Lathrop	28.6	28.6	28.6	14.3
Mountview	37.5	37.5	0.0	25.0
Lookout Mountain	36.4	30.3	21.2	12.1
(6 Missing) TOTAL:	20.9	26.9	31.2	20.9
E. PROVIDING INFORMATION FOR MY OWN USE:				
CATE--Adult	11.6	46.5	23.3	18.6
CATE--Child/Adol.	0.0	19.0	42.9	38.1
Fort Logan--Adol. II	100.0	0.0	0.0	0.0
Arapahoe	25.0	33.3	33.3	8.3
Gilliam	4.0	24.0	64.0	8.0
Pueblo	0.0	50.0	37.5	12.5
Zebulon Pike	0.0	50.0	30.0	20.0
Adams	0.0	42.9	42.9	14.3
Jefco	6.3	50.0	31.3	12.5
Golden Gate	33.3	33.3	25.0	8.3
Lathrop	14.3	35.7	14.3	35.7
Mountview	37.5	12.5	50.0	0.0
Lookout Mountain	12.1	36.4	39.4	12.1
(7 Missing) TOTAL:	13.7	35.6	34.8	15.9
F. PROVIDING INFORMATION AND MATERIALS FOR CLASSROOM ASSIGNMENTS:				
CATE--Adult	16.3	37.2	27.9	18.6
CATE--Child/Adol.	12.5	37.5	12.5	37.5
Fort Logan--Adol. II	100.0	0.0	0.0	0.0

TABLE 41 Continued

	POOR	FAIR	GOOD	EXCELLENT
Providing Information and Materials for Classroom Assignments: (Continued)				
Arapahoe	33.3	16.7	50.0	0.0
Gilliam	4.0	32.0	36.0	28.0
Pueblo	12.5	18.8	50.0	18.8
Zebulon Pike	9.1	27.3	36.4	27.3
Adams	14.3	57.1	21.4	7.1
Jefco	6.3	31.3	50.0	12.5
Golden Gate	41.7	25.0	25.0	8.3
Lathrop	0.0	57.1	35.7	7.1
Mountview	28.6	14.3	57.1	0.0
Lookout Mountain	15.2	30.3	36.4	18.2
(20 Missing) TOTAL:	18.2	31.8	34.1	15.9
OVERALL RATING:	20.0	33.0	32.0	15.0

Resident responses to the evaluation of materials and services which are shown in the table above are about equally divided between the lower half of the scale and the upper half. Two items rated somewhat higher responses from residents--that is, a greater percentage of GOOD or EXCELLENT responses. These two items were, "Having books I like to read," and "Getting help when I need it from the library (or other) staff." Over 50 percent of the resident sample rated both items either, GOOD or EXCELLENT. The two items that rated the lowest with residents--that is, a greater percentage of POOR or FAIR responses were, "Hours that the library or reading area is open," and "Having interesting things to do." For both items nearly 60 percent of the resident sample rated them on the lower half of the scale. Hours that the library or reading room area were open to residents received more POOR responses than interesting things to do: 28 percent of the respondents rated the library hours POOR, while 25 percent rated interesting things to do in the library or reading room area POOR.

Resident responses to the remaining two items in this section on the questionnaire were as follows: 14 percent of the residents rated, "Providing information for my own use" as, POOR; 36 percent rated this item, FAIR; 35 percent thought this service was, GOOD: and 16 percent rated it, EXCELLENT. Resident respondents rated, "Providing information and materials for classroom assignments as, POOR--18 percent; 32 percent rated this item FAIR; 32 percent thought classroom materials support was GOOD, and only 16 percent rated this last item as EXCELLENT. Both of these two items drew about a fifty-fifty split between the upper and lower half of the scale.

Overall total responses for items dealing with resident evaluation of the quality of materials and services were as follows: 20 percent of the resident sample rated materials and services as POOR; 33 percent FAIR; 32 percent rated these services, GOOD; and 15 percent, EXCELLENT overall. A total of 53 percent of the resident sample rated materials and services on the lower half of the scale and 47 percent rated them on the upper half of the scale. Here again, no definite pattern of response emerged. It was helpful, therefore, in interpreting this data to compare it with similar information collected in the Colorado Survey (1973) regarding how secondary school students viewed their school libraries.

For the Colorado Survey (1973), secondary school students were asked to rate their school library on certain selected topics, using a variable scale of five. For the item, "Being available when you need it," 21 percent of the secondary student sample rated the school library FAIR, and 15 percent rated school library availability, POOR. In contrast, institutional resident response to the hours that the library or materials center was open, was: 28 percent, POOR, and 31 percent, FAIR. A difference of 23 percent existed between how available secondary school students found their school libraries and how available institutional residents found their agency libraries or materials centers.

Secondary school students in Colorado were also asked about materials for study. To the item, "Having good reference materials for study," 21 percent of the student sample rated these materials, FAIR; and six percent, POOR. In contrast to a similar item related to materials for classroom assignments, 32 percent of the residents rated materials which supported classroom study, FAIR, and 18 percent--or three times as many as the student group--rated them, POOR.

Colorado students also rated other types of materials in their school libraries. "Having materials of interest besides study materials," received the following ratings by the student group: 21 percent rated such materials in their school libraries, FAIR, and only 11 percent, POOR. In contrast, the resident sample responded to a similar question with 30 percent rating, FAIR: "Having books I like to read," and 19 percent, POOR. A difference of 16 percent existed between how secondary school students rated school library materials of interest to them and how institutional residents rated agency materials for interest.

Overall, 70 percent of the Colorado secondary school students rated their school libraries, as, EXCELLENT, VERY GOOD, or GOOD. Only 30 percent rated their school libraries either, FAIR or POOR. In contrast, institutional residents rated agency library/or materials centers overall as follows: only 47 percent thought they were, EXCELLENT or GOOD; while 53 percent thought materials and services were either, FAIR or POOR. Although these data cannot be compared exactly, since the questions were only similar, and the scales different, such comparison suggested the possibility that secondary schools in Colorado were providing superior library and/or materials services to students, than those provided for these same individuals when they were institutionalized. These differences also raised questions about the rights of the institutionalized school-aged individual to receive a quality education--even while not in the mainstream of the public school educational program.

In addition, secondary school students also rated how they saw their public libraries in the Colorado Survey (1973). These results indicated that 87 percent rated the public library, EXCELLENT, VERY GOOD, or GOOD; and only nine percent of the students rated the public library as, FAIR or POOR. National library standards for youth in correctional institutions recommended that library services for these residents serve both a school and a public library function. Secondary school students had access to both types of library services, and in 1973 most of them found both types of libraries very adequate. The institutional libraries or materials services needed to expand hours of opening to include evening and weekend access, supply materials which were both classroom and leisure reading oriented, as well as make available a wider variety of different types of materials and programs in order to provide residents with public library-type services.

In addition to measuring resident satisfaction with materials and services, the study also sought to determine resident attitude toward the same. Residents in the sample were asked to rate on a variable scale of four eight statements. Residents were asked to, DISAGREE STRONGLY, DISAGREE, AGREE, or AGREE STRONGLY with both positively and negatively worded statements. The AGREE end of the scale represented the upper or desirable range for the three positively worded statements, and it represented the lower or less desirable end of the scale for the five negatively worded statements. Negatively and positively worded statements were mixed on the satisfaction instrument which was administered to residents; however, these statements have been reorganized for ease of study and interpretation. Table Forty-Two which appears below covers resident attitude toward materials services provided in the thirteen other agencies.

TABLE 42

ATTITUDE TOWARD MATERIALS SERVICES
INSTITUTIONAL RESIDENT RESPONSE

	POSITIVELY WORDED STATEMENTS			
	DISAGREE STRONGLY	DISAGREE	AGREE	AGREE STRONGLY
A. I LIKE TO GO TO THE INSTITUTIONAL LIBRARY OR READING ROOM AREA HERE:				
CATE--Adult	2.3	7.0	72.1	18.6
CATE--Child/Adol	4.8	4.8	33.3	57.1
Fort Logan--Adol. II	11.1	0.0	33.3	55.6
Arapahoe	25.0	16.7	58.3	0.0
Gilliam	4.0	0.0	80.0	16.0
Pueblo	0.0	6.7	53.3	40.0
Zebulon Pike	0.0	9.1	72.7	18.2
Adams	0.0	7.7	69.2	23.1
Jefco	6.3	12.5	68.8	12.5
Golden Gate	23.1	38.5	38.5	0.0
Lathrop	14.3	21.4	50.0	14.3
Mountview	12.5	12.5	62.5	12.5
Lookout Mountain	0.0	33.3	54.5	12.1
(7 Missing) TOTAL:	6.0	13.3	59.7	21.0
B. THE LIBRARY STAFF ARE FRIENDLY AND COURTEOUS:				
CATE--Adult	7.7	5.1	59.0	28.2
CATE--Child/Adol.	0.0	0.0	57.1	42.9
Fort Logan--Adol. II	71.4	0.0	14.3	14.3
Arapahoe	27.3	0.0	63.6	9.1
Gilliam	0.0	0.0	58.3	41.7
Pueblo	21.4	7.1	71.4	0.0
Zebulon Pike	9.1	9.1	45.5	36.4
Adams	0.0	9.1	54.5	36.4
Jefco	6.3	0.0	68.8	25.0
Golden Gate	0.0	33.3	58.3	8.3
Lathrop	35.7	14.3	35.7	14.3
Mountview	33.3	0.0	66.7	0.0
Lookout Mountain	0.0	23.3	50.0	26.7
(24 Missing) TOTAL:	10.6	8.3	55.6	25.5

TABLE 42 Continued

	POSITIVELY WORDED STATEMENTS			
	DISAGREE STRONGLY	DISAGREE	AGREE	AGREE STRONGLY
C. I WOULD LIKE TO USE THE LIBRARY MORE THAN I DO NOW:				
CATE--Adult	4.7	7.0	39.5	48.8
CATE--Child/Adol.	14.3	33.3	33.3	19.0
Fort Logan--Adol. II	0.0	11.1	33.3	55.6
Arapahoe	16.7	25.0	58.3	0.0
Gilliam	0.0	20.0	48.0	32.0
Pueblo	0.0	6.3	18.8	75.0
Zebulon Pike	0.0	18.2	54.5	27.3
Adams	15.4	15.4	46.2	23.1
Jefco	6.7	20.0	46.7	26.7
Golden Gate	7.7	53.8	30.8	7.7
Lathrop	21.4	50.0	7.1	21.4
Mountview	25.0	0.0	37.5	37.5
Lookout Mountain	6.1	3.0	57.6	33.3
(7 Missing) TOTAL:	7.7	18.0	40.8	33.5
OVERALL RATING:	8.1	13.2	52.0	26.6

	NEGATIVELY WORDED STATEMENTS			
	DISAGREE STRONGLY	DISAGREE	AGREE	AGREE STRONGLY
D. I WISH THE LIBRARY HAD MORE A-V MATERIALS, SUCH AS GAMES, RECORDINGS, FILMS AND THE LIKE:				
CATE--adult	42.9	42.9	9.5	4.8
CATE--Child/Adol.	4.8	28.6	52.4	14.3
Fort Logan--Adol. II	100.0	0.0	0.0	0.0
Arapahoe	66.7	16.7	8.3	8.3
Gilliam	48.0	44.0	4.0	4.0
Pueblo	73.3	20.0	0.0	6.7
Zebulon Pike	27.3	36.4	27.3	9.1
Adams	33.3	50.0	8.3	8.3
Jefco	18.8	68.8	6.3	6.3

TABLE 42 Continued

	NEGATIVELY WORDED STATEMENTS			
	DISAGREE STRONGLY	DISAGREE	AGREE	AGREE STRONGLY
I Wish the Library had More A-V Materials, such as Games, Recordings, Films and the Like: (Continued)				
Golden Gate	15.4	69.2	7.7	7.7
Lathrop	50.0	42.9	7.1	0.0
Mountview	37.5	37.5	25.0	0.0
Lookout Mountain	39.4	39.4	18.2	3.0
(10 Missing) TOTAL:	40.4	40.0	13.9	5.7
E. I DON'T USE THE LIBRARY BECAUSE I DON'T LIKE TO READ:				
CATE--Adult	2.3	9.3	34.9	53.5
CATE--Child/Adol.	4.8	4.8	14.3	76.2
Fort Logan--Adol. II	10.0	0.0	30.0	60.0
Arapahoe	8.3	16.7	33.3	41.7
Gilliam	4.0	0.0	52.0	44.0
Pueblo	0.0	18.8	12.5	68.8
Zebulon Pike	9.1	0.0	36.4	54.5
Adams	25.0	0.0	33.3	41.7
Jefco	0.0	6.3	37.5	56.3
Golden Gate	0.0	23.1	30.8	46.2
Lathrop	0.0	14.3	50.0	35.7
Mountview	0.0	12.5	50.0	37.5
Lookout Mountain	0.0	12.1	36.4	51.5
(6 Missing) TOTAL:	3.8	9.0	34.6	52.6
F. I DON'T READ VERY WELL. I WOULD RATHER WATCH TELEVISION:				
CATE--Adult	9.8	14.6	41.5	34.1
CATE--Child/Adol.	0.0	9.5	28.6	61.9
Fort Logan--Adol. II	10.0	0.0	40.0	50.0
Arapahoe	16.7	16.7	25.0	41.7
Gilliam	12.0	24.0	40.0	24.0
Pueblo	0.0	33.3	33.3	33.3
Zebulon Pike	9.1	9.1	18.2	63.6
Adams	0.0	33.3	33.3	33.3
Jefco	0.0	13.3	40.0	46.7

TABLE 42 Continued

	NEGATIVELY WORDED STATEMENTS			
	DISAGREE STRONGLY	DISAGREE	AGREE	AGREE STRONGLY
I Don't Read Very Well. I Would Rather Watch Television: (Continued)				
Golden Gate	0.0	23.1	15.4	61.5
Lathrop	21.4	21.4	28.6	28.6
Mountview	14.3	0.0	42.9	42.9
Lookout Mountain	3.1	15.6	37.5	43.8
(12 Missing) TOTAL:	7.0	17.1	34.2	41.7
G. I DON'T KNOW HOW TO GET PERMISSION TO GO TO THE LIBRARY OR READING ROOM AREA:				
CATE--Adult	7.0	23.3	39.5	30.2
CATE--Child/Adol.	0.0	0.0	35.0	65.0
Fort Logan--Adol. II	37.5	12.5	50.0	0.0
Arapahoe	0.0	16.7	58.3	25.0
Gilliam	4.0	24.0	44.0	28.0
Pueblo	6.3	18.8	43.8	31.3
Zebulon Pike	0.0	27.3	36.4	36.4
Adams	8.3	8.3	25.0	58.3
Jefco	0.0	18.8	43.8	37.5
Golden Gate	0.0	0.0	61.5	38.5
Lathrop	0.0	35.7	35.7	28.6
Mountview	14.3	0.0	28.6	57.1
Lookout Mountain	3.0	18.2	48.5	30.3
(10 Missing) TOTAL:	4.8	17.4	42.6	35.2
H. I HATE GOING TO THE LIBRARY OR READING ROOM AREA HERE:				
CATE--Adult	2.4	0.0	31.7	65.9
CATE--Child/Adol.	4.8	4.8	28.6	61.9
Fort Logan--Adol. II	11.1	0.0	0.0	88.9
Arapahoe	16.7	8.3	41.7	33.3
Gilliam	0.0	4.0	48.0	48.0
Pueblo	0.0	0.0	25.0	75.0
Zebulon Pike	0.0	0.0	27.3	72.7
Adams	0.0	8.3	33.3	58.3
Jefco	6.3	6.3	37.5	50.0

TABLE 42 Continued

	NEGATIVELY WORDED STATEMENTS			
	DISAGREE STRONGLY	DISAGREE	AGREE	AGREE STRONGLY
I Hate Going to the Library or Reading Room Area Here: (Continued)				
Golden Gate	7.7	30.8	38.5	23.1
Lathrop	21.4	7.1	35.7	35.7
Mountview	0.0	12.5	37.5	50.0
Lookout Mountain	9.1	15.2	45.5	30.3
(9 Missing) TOTAL:	5.6	6.9	35.1	52.4
OVERALL RATING:	12.3	18.0	32.0	37.5

Residents rated the three positively worded statements, positively. To the statement, "I like to go to the institutional library or reading room area here," residents mostly agreed: 80 percent either AGREED or STRONGLY AGREED with this statement. A nearly identical response was found for resident attitude toward staff. To the statement, "The library (or other) staff are friendly and courteous," 81 percent either AGREED or AGREED STRONGLY with the statement. Fewer residents wanted to use the library more; yet a very credible percent indicated they would. To the statement, "I would like to use the library more than I do now," 74 percent either AGREED or AGREED STRONGLY with more library use. This last positively worded statement also drew more AGREE STRONGLY responses than either of the other two items. Overall, resident attitude toward the library or materials services on positively worded statements was as follows: 27 percent of the residents had strong positive agreement on all statements; 52 percent AGREED; 13 percent DISAGREED; and only eight percent had STRONG DISAGREEMENT.

Negatively worded statements, which also appear in Table Forty-Two drew some conflicting responses from residents. To the statement, "I wish the library had more A-V Materials," 80 percent of the respondents either DISAGREED STRONGLY or DISAGREED--with an even split between the two ratings. Only 20 percent of the residents indicated agreement with this statement related to an area which should have had appeal for reluctant readers. This response also appeared to be in conflict with the next two items. Residents rated the statement, "I don't use the library because I don't like to read," as one with which they mostly agreed: 87 percent rated the statement either AGREE or AGREE STRONGLY, with the latter response receiving 53 percent. To the item, "I don't read very well. I would rather watch television," 76 percent of the resident sample AGREED with the statement; and 42 percent AGREED STRONGLY. These latter two statements seemed in contrast to resident interest in audiovisual materials, which are often used successfully in teaching students who are either reluctant or slow readers. It is possible that the use of the double negative in the statements was confusing.

A large number of the resident sample indicated that they didn't know how to get permission to use materials or to go to the library: 78 percent either AGREED or AGREED STRONGLY with the statement, "I don't know how to get permission to go to the library or reading room area." The final statement on the table also raised questions about resident responses in this section of the questionnaire. Eighty-eight percent of the residents AGREED with the statement, "I hate going to the library or reading room area here." This response was in direct contrast to the 80 percent who indicated that they did like going to the library or reading room area in the agency on the first item on the table. Residents may have been more spontaneous in answering negatively worded statements--or they may not have understood the double negative involved in responding to this scale.

To summarize the data reported on the three tables on resident satisfaction: responses indicated that only about half of the residents made frequent use of the materials which were available. Based on these responses it appeared that residents made the most frequent use of magazines and leisure reading materials, and the least use of audiovisual materials. In addition, residents made more frequent use of materials for study on their own than in support of classroom activities and assignments.

Only about half of the residents indicated that they were satisfied with the quality of materials and services in the agencies. When resident responses were compared to a similar evaluation of public school libraries by Colorado secondary students, residents seemed far less satisfied. The services which rated the highest with residents were having books that they liked to read, and geting sufficient help from staff in the use of materials. Areas that rated the lowest with residents were hours that materials were available, and having interesting things to do in the library and/or materials center.

Resident attitudes toward books and reading were in conflict, a condition which may have been the result of lack of resident comprehension on certain items, or the normal condition of a group of confined adolescents undergoing various types of correction and treatment. Resident responses to liking reading supported institutional staff comment that most of them read considerably below grade level. However, residents did not indicate an interest in having more audiovisual materials to use. This lack of interest may have been one of the surprising findings in the study, or it may have been the result of insufficient numbers of such materials on which respondents could make reliable judgments.

Residents were also asked to rate eleven activities which could have been sponsored by an institutional library, as to their first, second, and third choices. Respondents also had the option to list other items of interest not among the eleven given. The results of frequency tabulation for these items appear in Table Forty-three.

TABLE 43

RESIDENT INTERESTS

OTHER AGENCIES

	CHOICES			
ACTIVITY	1st	2nd	3rd	TOTAL
Discussion groups	11	10	9	30
Film or television presentations	43	20	40	103
Poetry sessions (writing & reading)	12	11	6	29
Speakers	6	8	11	25
Arts & crafts instruction	34	45	24	103
Use of a typewriter	11	24	14	49
Use of/instruction in musical instruments	15	14	16	45
Listening to music groups	43	29	22	104
Story telling & puppet plays	4	4	7	15
Book reviews	3	6	9	18
Use of/instruction in games, such as chess	5	15	17	37
Other (list)	7	5	7	19

The results of frequency tabulation in the above table indicated that the three activities which interested residents the most were: Listening to music groups, Film or television presentations, and Arts & Crafts instruction. Other activities also of interest to residents were the Use of a typewriter, Use of/or instruction in musical instruments, and the Use of/or instruction in games. Activities which did not rate as high with residents were: Discussion groups, Poetry sessions, Speakers, and Story telling and puppet plays. Activities listed by at least one resident in addition to the above, included, speed reading, listening to singers and/or albums, and most often noted--being, or reading by myself. The reporting of the satisfaction data are concluded at this point. These data have been discussed in this section in terms of frequency analysis of response for all agencies. The next section covers differences in resident satisfaction response based on agency.

b. Resident Satisfaction: Analysis of Variance

The data on resident satisfaction were discussed above in terms of item frequency for total resident response for all thirteen agencies. Analysis of variance provided a means to determine differences in resident satisfaction among the agencies. Analysis of variance was used to determine differences in resident satisfaction responses among agencies for item totals in the following areas: 1) frequency of materials use, 2) evaluation of materials services, and 3) attitude toward materials and services.

Multiple comparisons were made using the Newman-Keuls formula for a studentized range with a harmonic mean of n:

$$s_{\bar{x}} \sqrt{s_w^{2} / \bar{n}_h}$$

The Newman-Keuls procedure was used in order to avoid a Type II error--or the possibility of finding no differences when differences did in fact exist (Ferguson, 1971). Significance level was set at $p<.05$. Results of analysis of variance for the three areas of satisfaction are presented in Tables Forty-Four through Forty-Six.

The results of data analysis indicated there was a significant difference among the 13 agencies in how frequently residents made use of materials and services. The tabulation for analysis of variance for resident use of library and/or materials services appears in Table Forty-Four below.

TABLE 44

ANALYSIS OF VARIANCE
FREQUENCY OF LIBRARY MATERIALS USE
INSTITUTIONAL RESIDENTS

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F.	SIG.
Between Groups	656.340	12	54.695	2.727	0.0018
Within Groups	4532.756	226	20.056		
(1 Missing)					

Differences in frequency of use by residents in the 13 agencies ranked as follows: Fort Logan Adolescent II Division had the most frequent use of materials, followed by Gilliam and Zeb Pike Detention Centers. Agency frequency of use along with mean scores is presented below in rank order:

AGENCY	MEAN SCORE
Fort Logan Adolescent II Division	25.18
Gilliam Detention Center	22.72
Zebulon Pike Detention Center	21.82
Pueblo Detention Center	21.19
CATE Adult Division	21.02
Lookout Mountain School	20.56
Golden Gate Youth Camp	19.61
Lathrop Park Youth Camp	19.47
Mountview School	19.37
Jefferson County Detention Center	19.19
Adams County Detention Center	19.07
CATE Child/Adolescent Division	19.00
Arapahoe Detention Center	17.42

Using the Newman-Keuls formula with an $n_h=18$, significance was found for resident frequency of use of materials and services between Fort Logan Adolescent II Division and all other agencies, and between Gilliam and Arapahoe Detention Centers.

The results of data analysis also indicated that there was a significant difference among the 13 agencies in the way residents evaluated the quality of materials services. The tabulation for analysis of variance for resident satisfaction with materials services appears in Table Forty-Five below:

TABLE 45

ANALYSIS OF VARIANCE
QUALITY OF MATERIALS SERVICES
INSTITUTIONAL RESIDENTS

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIG.
Between Groups	867.826	12	72.319	4.886	0.0000
Within Groups	3300.593	223	14.801		
(4 Missing)					

Differences in resident satisfaction with materials services in the 13 agencies were as follows: Residents at the CATE Child/Adolescent Division were the most satisfied with library materials/services, followed by Gilliam Detention Center, and then Adams County Detention Center residents. Resident satisfaction with materials services along with mean scores is presented below in rank order:

AGENCY	MEAN SCORES
CATE Child/Adult Division	16.19
Gilliam Detention Center	16.16
Adams County Detention Center	15.71
Pueblo Detention Center	15.37
Lathrop Park Youth Camp	14.86
Jefferson County Detention Center	14.69
Zebulon Pike Detention Center	14.45
CATE Adult Division	14.34
Lookout Mountain School	13.67
Mountview School	13.30
Golden Gate Youth Camp	12.67
Arapahoe County Detention Center	12.50
Fort Logan Adolescent II Division	6.80

Using the Newman-Keuls formula with an $n_{\bar{h}} = 18$, significance was found for resident satisfaction with materials services between CATE Child/Adolescent Division and all other agencies, and between Gilliam and the Fort Logan Adolescent II Division.

Lastly, the results of data analysis indicated that there was a significant difference among the 13 agencies in resident attitude toward materials services, books and reading, and the like. The tabulation for analysis of variance for resident attitude appears in Table Forty-Six below.

TABLE 46

ANALYSIS OF VARIANCE
ATTITUDE TOWARD MATERIALS SERVICES
INSTITUTIONAL RESIDENTS

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIG.
Between Groups	607.256	12	50.605	3.563	0.0001
Within Groups	3152.685	222	14.201		
(5 Missing)					

Differences in resident attitude toward materials services in the 13 agencies ranked as follows: Residents at the CATE Child/Adolescent indicated the most positive attitude, followed by those at Zebulon Pike Detention Center, and then Jefferson County Detention Center. Agency resident attitude along with mean scores is presented below in rank order:

AGENCY	MEAN SCORE
CATE Child/Adolescent Division	26.28
Zebulon Pike Detention Center	25.00
Jefferson County Detention Center	23.87
Gilliam Detention Center	23.64
CATE Adult Division	23.53
Pueblo Detention Center	23.37
Lookout Mountain School	23.12
Adams County Detention Center	22.23
Golden Gate Youth Camp	21.92
Mountview School	21.50
Arapahoe Detention Center	20.67
Lathrop Park Youth Camp	21.43
Fort Logan Adolescent II Division	19.80

Using the Newman-Keuls formula with an $n_h = 18$, significant differences in resident attitude were found between the CATE Child/Adolescent

Division and each of the following agencies: Fort Logan Adolescent II Division, Lathrop, Arapahoe, and Mountview. Significance was also found between Zebulon Pike and three other agencies: Fort Logan Adolescent II, Lathrop, and Arapahoe.

In summary, findings based on the results of analysis of variance indicated that the agency where residents made the most use of materials services was that of Fort Logan Adolescent II Division--and to some lesser extent, also residents at Gilliam. Residents who were the most satisfied with their materials services were those at CATE Child/Adolescent Division--and again to some lesser extent, also residents at Gilliam. Finally, residents who had the most positive attitude toward materials were those at the Child/Adolescent Division of Colorado State Hospital, and also those at Zebulon Pike Detention Center. Correlational analysis was also run on the data and is reported in the section which follows along with an interpretation of the data.

c. Correlational Analysis and Interpretation of the Data

Correlational analysis was run on the data using a Pearson product-moment correlation (Ferguson, 1971). The purpose of this data analysis was to determine whether any of the variables in the study were related to one another in a significant way. The five variables correlated were: 1) quantity of materials, 2) quality of materials services, 3) resident frequency of library/materials use, 4) resident satisfaction with materials and services, and 5) resident attitude toward the use of materials and services. The results of correlational analysis were as follows: With a coefficient of .91 a positive significant relationship was found between resident attitude toward the use of materials and services and resident satisfaction with materials and services. Negative correlations were also found between variables. With a coefficient of -.53, a negative relationship was found between resident frequency of library/materials use; and with a coefficient of -.48 a negative relationship was found between resident frequency of materials use and resident satisfaction with the quality of materials services. No significant correlations were found among the three variables of resident satisfaction and library measures of quantity and quality.

Some conclusions may be drawn from the results of data analysis which found differences in resident satisfaction among the 13 agencies. These conclusions are only tentative, since the independent variables in the study were not manipulated, nor was it possible to determine whether differences in the quality and quantity variables were significant, due to the small number of cases. Nonetheless, the data provided insights into resident satisfaction, which suggested certain inferences. First, it did not appear that frequent use of materials by residents was a matter of having a formally organized library, nor were the quantity or the quality of the materials and services apparently factors in frethat residents who made frequent use of materials also evalused them higher or had better attitudes. In fact, the data indicated that frequent users of library materials had poor attitudes toward the use of these materials and were not satisfied with them. Residents did not appear to make greater use of materials based on their greater satisfaction with materials services.

5. Chapter Summary

This chapter has covered the results of data collection an analysis related to resident library and/or materials services provided by agencies in the Department of Institutions. The agencies involved represented four types of institutional care, provided by three divisions within the department: Mental health care, short-term diagnostic and treatment centers for youth, long-term treatment and detention facilities for youth, and state home and training schools for the developmentally disabled.

Most all of the agencies provided some type of materials services, with the exception of the Fort Logan Adult Care Unit along with the Children's and Adolescent I units there, which also had almost no materials services. Five of the agencies provided actual library quarters and staff. Services, hours, and personnel were limited, however, in all five of these libraries. Little money, if any, had been budgeted for library services through the Department of Institutions budget for such purposes. Most of the funding for libraries and/or materials services to resident agencies had come primarily from federal money administered through the State Library or distributed within the institutional educational program. Department of Institutions division budget officers were not able to provide a clear picture of material expenditures to the contractor.

Materials collections were limited in all of the agencies--and in both print and audiovisual or nonbook areas--with the latter two areas being the most limited. Frequency analysis using a scale of four indicated, that for the most part, the agencies indicated holdings in the lower half--and in many instances, the lower quarter--of the scale. Materials holdings for agency libraries for the developmentally disabled had somewhat greater audiovisual holdings than print materials. Audiovisual equipment generally tended to be in proportion to audiovisual software--but again was limited in numbers. The resident agencies had their greatest strength in audiovisual materials and equipment in sound recordings and audio players.

Materials holdings were also compared to national standards recommendations for library materials and services to institutions. Separate standards were used to evaluate materials holdings for the developmentally disabled and for the other agencies. The three libraries serving the developmentally disabled did not meet standard recommendations for numbers of books, magazines, filmstrips, films, or recordings. Differences were usually major, with discrepancies ranging from about 100 to 2000 items. Although recordings represented an area of some strength in the frequency tabulation, their numbers fell far short of the numbers recommended by national standards.

Other agency holdings were also compared with standard recommendations. Here again, with the exception of one library, materials recommendations were far from the numbers recommended as minimum by standards. One library met the standards for books, and two other agencies were close to meeting standards for numbers of recordings. Differences for all other items in most of the agencies were, however, large and ranged from a discrepancy of 100 to 5000 items. Agencies also did not meet standard recommendations for audiovisual equipment, budget allocations, or staffing.

Frequency analysis was run for library and/or materials services offered in each of the agencies using a scale four. Although library services were provided for the developmentally disabled residents in all three agencies, the majority of the items used to measure the quality of such services, were rated on the bottom quarter of the scale. These items included numbers of materials circulated, used in the library, reference questions answered, reader's advisory services offered, and so on. Services in other resident agencies presented a similar, but slightly improved picture--especially where use and circulation of items to residents were involved.

Residents in 13 agencies (which did not include developmentally disabled residents) rated their satisfaction with library and/or materials services. Data were collected regarding how often residents used materials, their satisfaction with materials and services, and their attitude toward their use. Frequency tabulation indicated that only about 50 percent of the residents were satisfied with their library and/or materials services. By comparison, a survey conducted in 1973 indicated that 70 percent of Colorado secondary students were satisfied with their school libraries, and 87 percent of the students were satisfied with their public libraries. Standards recommended that institutional library services have both school and public library functions.

Further analysis of the satisfaction data found significant differences in how satisfied residents from difference agencies were, as reflected in their frequency of library/materials use, evaluation of materials, and attitude toward the use of these materials. Residents who were the most frequent users of materials were those at Fort Logan Adolescent II Unit, and to some lesser extent, residents at Gilliam Detention Center. Residents in the Child/Adolescent Division were the most satisfied with their materials services and had the most positive attitude toward the use of materials. CATE Child/Adolescent Unit also provided an actual library facility and was the one agency whose materials collection was the closest to meeting standard recommendations for numbers of materials. Residents at Zebulon Pike Detention Center also had a more positive attitude toward the library and the use of materials. Although this Center did not provide an actual library facility, it did have a very sound collection of materials and was very close to meeting standard recommendations--although not as close as the CATE library. Gilliam residents also evaluated their materials services higher than residents at one other agency. Gilliam Detention Center ranked the highest in overall quantitative score.

Correlational analysis was run across all five variables in the study including: the quantity of the materials, the quality of the services, residents use of materials, satisfaction with materials and services, and attitude toward their use. A positive correlation was found between resident attitude and resident materials evaluation; negative correlations were found between resident frequency of materials use and both attitude and evaluation of materials. No significance was found among correlations for the quantity and quality of materials/services and any of the three satisfaction variables.

Conclusions and generalizations drawn from the data were tentative, since the differences in the quantity and quality of agency materials and services could not be determined statistically, and since the independent variables in the study were not manipulated. The data, however, suggested a number of inferences: First, frequency of library/materials use was probably determined by factors other than formally organized library services, or the quality of library materials, or the quality of services. Secondly, younger residents who had a traditionally organized library, were also the group who were more satisfied with materials and had a more positive attitude toward their use. Residents in agencies which came closer to meeting standards, also had a more positive attitude toward the use of materials. Since attitude and materials evaluation were positively correlated, it appeared that a well organized and appropriately stocked library could very well help to promote more positive attitudes towards books and reading and the use of other materials--attitudes which could be important to youth when they left institutional care. In addition, there was also some indication that frequent use of materials which were rated inadequate both by residents and in terms of the national standards, may have promoted negative attitudes toward libraries and the use of books and reading.

This fourth chapter has covered the results of data collection and analysis for resident library and/or materials services, including resident satisfaction for agencies in the Colorado Department of Institutions. The next chapter, Chapter Five, will summarize the study and include recommendations for improving library services to institutions.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

A. Methodology

The study of institutional library services to staff and residents in agencies of the Colorado Department of Institutions was undertaken under the sponsorship of the Colorado State Library. The study involved agencies within the three divisions of the Department of Institutions. These agencies included care and treatment facilities for three groups: the emotionally disturbed, the developmentally disabled, and youth in both short and long term detention centers and schools. The study involved the collection and analysis of relevant data in order to make judgments regarding the condition or state of library services within these agencies.

The methodology of the study involved literature review, on-site visits by the contractor to 22 locations, and the collection and analysis of relevant data. Data were collected for both independent and dependent variables. The independent variables in the study were the quantity of materials and the quality of the services offered within the agency. Data for the independent variables were collected using two survey instruments. These instruments provided factual data about the institutions, their personnel, budgets, resident characteristics, and the like, in addition to quantitative and qualitative measures of materials and services. These quantitative and qualitative measures were made on a variable scale of four, along with some check list items.

The dependent variables in this study were areas of resident and staff satisfaction. These satisfaction data were collected using self-administered questionnaires which covered four areas of satisfaction for staff and three areas of satisfaction for residents. Areas of satisfaction included frequency of library and/or materials use, attitude toward the library, or books and reading (for residents), and evaluation of materials and services. Evaluation of materials and services were combined on the resident questionnaire. Items on these satisfaction instruments were somewhat different for both groups. Variable responses were made on a scale of four, along with some open-ended questions for staff satisfaction, and checklist items for resident satisfaction. Data were also collected for sample characteristics using the satisfaction instruments.

Sampling procedures for the independent variables involved the distribution of a self-administered questionnaire to both institutional staff and residents. Distribution was carried out in such a way as to insure as representative a sample as possible from these two groups. Total sample size was 335 and included 96 staff--

contributed from three agencies, and 239 residents--contributed from 13 agencies. Residents from homes for the developmentally disabled were not included in the satisfaction sample.

Data regarding sample characteristics were analyzed using frequency and crosstabulation. The results of data analysis provided the following information about the staff sample: Most of the sample held administrative or professional positions within the institutions, were employed full time, and had been with the institution for at least six years. Over 50 percent of the staff sample had been employed in the institution eleven years or more. In addition, the largest percentage of the sample used the staff library on a monthly basis, with the second largest percentage using the library either weekly or quarterly. Over 92 percent of the respondents used the library: quarterly, monthly, or weekly; however, only one percent used the library daily. Six percent of the sample did not use the library.

The resident sample was drawn primarily from agencies caring for youth. Only one adult agency contributed to the sample. Three types of agencies made up the resident sample. The results of data analysis using frequency and crosstabulation provided the following additional information about the resident sample: First, the sample was about equally distributed among the three types of agencies. Second, respondents in the resident sample had not been in the institution for a long period of time. Over 60 percent of the sample had been in the institution three months or less; 29 percent had been there between three months and one year; and only 8 percent had been there more than a year. Third, use of the library or reading room area was high for this group, with 57 percent of the resident sample having used the library or reading room area within the last week. 43 percent of the sample used the library or reading room area either more than a week ago, or more than a month ago. 23 percent of the sample indicated that they had never used the library or reading room area. Crosstabulation between length of stay and use of the library indicated that for each possible combination of characteristics, there was some representation included in the sample. In addition, the data also suggested that residents in the sample who had been in the institution longer, also made greater use of the library or reading room area.

Data analysis was carried out for all items involving all variables in the study--that is, measures of library quantity of materials, quality of services, and satisfaction measures. Item frequency analysis was tabulated by agency for numbers of materials and equipment, services provided, and staff satisfaction. Crosstabulations with chi-square analysis were used to determine differences in staff response to satisfaction items, based on staff characteristics. Analysis of variance was also used to determine differences in staff and resident areas of satisfaction response among agencies.

Conclusions and recommendations in the study were guided by the following factors: first, the results of data analysis for the dependent variables--that is, staff and resident satisfaction; second, the results of data analysis for the independent variables--or the quantity and quality of the libraries and/or materials collections; third, the degree to which agencies met national standard recommendations for institutional libraries; fourth, the relationship between the three staff libraries and the separate audiovisual departments; and last, the results of literature search and review. The results of data analysis and interpretation are discussed below by type of library.

B. Staff Libraries and Audiovisual Services

1. General Description

There were three staff or professional libraries included in the study, in addition to three separately housed and administered audiovisual units, which were also surveyed. In addition to these facilities, there was also a separate professional collection for staff serving the developmentally disabled located at Fort Logan. An effort was made to survey this collection as well, but no information was returned.

The location and nature of the institutions in which the three staff libraries and audiovisual services were located was as follows: Fort Logan Mental Health Center was in Englewood; Colorado State Hospital was in Pueblo; and Wheatridge Home and Training School was located in Wheatridge. The three agencies were responsible for care and treatment programs for different types of residents. Fort Logan Mental Health Center was involved with the treatment of mental health for children, adolescents, and adults. Colorado State Hospital (CATE) was primarily involved with mental health care, but also housed a small unit for the developmentally disabled, along with one short-term diagnostic and treatment center for Youth Services. The Wheatridge Home (Ridge) served the developmentally disabled. The staff served by the library and audiovisual services provided by these institutions were largely non-professional with a small professional group. In addition, the institutions provided a number of student training programs, had substantial volunteer programs, and carried out major efforts for in-service training of staff.

The three staff libraries in these agencies had separate quarters, but limited seating space and collections. Two of the libraries were staffed with professional personnel, and one with temporary paraprofessional help. Only one of the libraries could seat fourteen percent of its staff. The other two were able to seat less than four percent. The audiovisual units were separately housed and administered from the libraries and appeared to have more staff. These units did not provide seating space, but provided space for materials and equipment.

2. Materials and Services

The staff libraries had the greatest materials strength in their book collections, followed by pamphlets and microforms. There were few audiovisual items in the materials collections and little equipment. The audiovisual units had a broader range of media than the staff libraries; however, these collections were not large either, and numbered under 300 for most items. The audiovisual units also had more equipment than the libraries.

In terms of services, the staff libraries were open about 40 hours a week; however, they were open weekdays only. Their collections were classified and cataloged, providing ease of access for users. The libraries had goals and objectives for their services,and a certain amount of statistical data regarding the acquisition of materials, the budget, circulation, and the like was maintained.

Only one of the libraries provided an aggressive pattern of service. This library was staffed with one professional librarian, in addition to a volunteer. The other two staff libraries provided fewer services and also had less staff. All of the libraries provided access to interlibrary loan services and computerized bibliographical searching--services made possible through State Library.

The three audiovisual units were open fewer hours than the staff libraries, and were open weekdays only. These units also had goals and objectives statements and kept some statistical records. Their audiovisual collections were organized by size and format for the most part, and access was through the use of printed lists. Services included the borrowing of films and other audiovisual materials, in addition to the provision of direct audiovisual services to staff. Two of the agencies provided audiovisual services to residents as well. All of the audiovisual departments were involved in the production of materials; however, the major portion of staff time was spent with in-service training programs. The budgets for staff materials are reported below.

3. Budget

No separately budgeted line item was provided for the purchase of library materials with state funds for these three agencies. Library and audiovisual materials were provided using funds from other areas within the institutions. Two of the libraries indicated per capita expenditures for library materials at $3.80 and $0.65, while per capita operating expenditures for these same two institutions were $13,000 and $28,000 respectively--leaving the three staff libraries with a disproportionately small share of the total institutional budget. One of the agencies did not report budget. The audiovisual departments also reported limited expenditures for materials and no recent equipment purchases. How materials, services, and budgeting for these three agencies met with national standard recommendations is summarized below.

4. Standard Recommendations

The staff libraries met standard recommendations only insofar as they were professionally organized. One of the libraries would not meet Joint Commission on Accreditation of Hospitals (JCAH) standards with regards to the qualifications of the library staff. The staff libraries also did not meet the materials standards set forth by the Association of Specialized and Cooperative Library Agencies, a Division of the American Library Association (ALA/ASCLA). The staff library book collections would need to be doubled to meet these minimum recommended standards. In addition the staff libraries were also weak in the area of audiovisual materials. One of the libraries had an adequate number of journals, but the other two needed to double their holdings in this area as well. The staff libraries appeared to have an adequate number of vertical file or pamphlet materials to meet standards, but access to a large film and/or video collection did not appear to be available as recommended. Films available through the State Library would not meet the more specialized needs of this professional group.

In addition to materials recommendations, the ALA/ASCLA standards also provided for equipment recommendations. Here again, the staff libraries did not meet recommended standards. The three staff libraries had almost no audiovisual equipment except for a few audio players, slide and/or filmstrip viewers, along with microform readers. Additional equipment was available from the separate audiovisual units; however, JCAH standards also recommend that all collections within the agency be centrally administered if not housed, and have a central file for access.

Altogether, the three staff libraries needed approximately 15,000 more books to meet standard recommendations and about 1,700 more nonbook items. If equipment holdings were pulled together for both library and audiovisual holdings, there were probably sufficient numbers to meet standards.

The libraries also did not meet standards as set forth by ALA/ASCLA as to the budget. Recommendations were that there be a separate line-item budgeted for libraries which included personnel, materials, equipment, supplies, and travel. This library association also recommended that the staff library budget be two percent of the total institutional budget for the operation of an established library--and more for a new facility.

The degree to which the staff libraries met standard recommendations provided one means of evaluating these professional institutional libraries. A second measure was provided through the response of staff as to their satisfaction with library materials and services. The results of data analysis for this second measure is reported below.

5. Staff Satisfaction

Institutional staff responded to their satisfaction with the professional libraries in four areas, in addition to their satisfaction with the separation of audiovisual and library materials and services. Frequency of library and materials use provided one means through which to determine staff satisfaction. Frequency analysis of the data suggested that staff overall were not heavy users of the libraries. These data were also supported by analysis of the staff sample.

In examining staff use of the professional libraries, the most frequent uses were to check out materials, followed by consulting materials which were work related--without checking them out of the library. The least frequent uses of the staff library were in staff use of audiovisual materials, and in assigning materials for others to study. Other areas of infrequent use of the staff library included: to read or study non-library materials, use reference materials, and request inter-library loan or other bibliographical services.

Staff attitude toward the library and evaluation of materials and services were also used as measures of staff satisfaction. In general, most of the institutional staff had a positive attitude toward the library and staff, although they did perceive some inadequacies in the collection. Staff did not feel that the library collections adequately met their own professional needs, nor that the collections met the needs of the educational programs in the institutions.

Overall, most of the institutional staff indicated satisfaction with the services offered in the libraries. However, certain professional activities, such as helping staff to find answers to questions, locate information, provide bibliographical and reference assistance, were rated higher in the two libraries where there were professionally trained librarians than in the library with a paraprofessional worker. The two other areas of service with which staff expressed some dissatisfaction were hours of opening, and having sufficient materials to support job performance.

Although institutional staff were satisfied with the quality of library services provided in the institutions, they were less satisfied with the adequacy of materials. Staff perceived the need for upgrading the library collections noted above; however, few of the respondents rated materials, overall, as inadequate.

Staff also responded to their satisfaction regarding the relationship of the library to the separate audiovisual units or departments. The results of data analysis indicated that at least half of the staff did not realize that audiovisual materials were available in the libraries as well as in the audiovisual units; or that there was some type of access to the materials housed in these audiovisual units through the libraries--via printed lists or other means. Less than a third of the staff indicated an awareness that audiovisual equipment was also housed in the library. Staff indicated that they were for the most part satisfied with this arrangement and felt that the separation of audiovisual and library materials met their needs. Many staff did not respond in these latter two areas.

Data analysis was also carried out to determine differences in staff satisfaction response--first, based on staff position in the institution and length of time employed, and second, among the three institutional libraries. No differences were found in the way staff responded to items on the satisfaction instrument based on either of the above mentioned staff characteristics. Significant differences in staff satisfaction were found among the three libraries and were as follows:

a. Overall, the staff at Colorado State Hospital (CATE) were the most satisfied with their library in all four areas, including: frequency of library use, attitude toward the library, and in the evaluation of materials and services. Significant differences were found between staff at CATE and one or both of the other two agency staffs in all four areas of satisfaction.

b. The staff which had the least positive attitude toward the library were from Wheatridge. Significant difference was found between Wheatridge and CATE staff, and between Wheatridge and Fort Logan.

c. The staff which were the least satisfied with their materials collection were those at Fort Logan. Significant difference was found between Fort Logan staff and CATE staff. No significant differences were found between Wheatridge staff and CATE or Fort Logan staffs.

d. All three staffs differed significantly from one another in their satisfaction with library services in the institutions. As previously noted, CATE staff were the most satisfied, followed by Fort Logan, and lastly, Wheatridge staff.

The results of data analysis for staff satisfaction indicated that there were significant differences in the way staff responded to their satisfaction with the libraries in the three institutions. In addition, there were also certain contradictions which appeared in the data between the way staff responded to their satisfaction and responses on the library survey instruments. Three of these seem worth noting.

First, staff indicated that they made more use of materials within the library than did the library surveys. Second, although there were major in-service activities within the institutions, along with other continuing education activities, staff use of the library was low in the area of assigning materials for others to study in the library. Third, the library surveys rated inter-library loan and data base searching as important services; yet only a small percent of the staff sample requested such services often. Interpretation of the results of data analysis and conclusions are discussed below.

6. Conclusions

Inferences regarding the relationship between staff satisfaction and the efficiency of institutional library services may be drawn from the results of data analysis for the independent variables, and through comparison of this data with national standard recommendations for institutional libraries. Conclusions based on such inferences are, however, tentative. Differences in the quality and quantity of the three staff libraries were not determined due to the small number of cases--nor were the independent variables manipulated in this study. Nonetheless, the data provided insights into staff satisfaction with these institutional libraries which suggest certain notions regarding the quality of institutional libraries.

The first inference which may be drawn from the data is that the institutional staff with a greater number of library services, and a greater quantity of materials were also the most satisfied. Total scores were tabulated for the quantity and quality variables for each of the three staff libraries. CATE library ranked the highest in both areas--that is, numbers of materials and equipment and quality of services. CATE library also had more than the recommended minimum standards for professional journals--items which were probably the most significant for staff awareness of new knowledge in their fields. CATE staff were also the most satisfied with their library. Such results suggest that a "better" library, as defined by numbers of materials and quality of services, was recognized by staff and reflected in their evaluation of such materials and services, as well as in attitude toward and use of the staff library. It may even be that a more satisfied institutional staff also made more frequent use of library materials and services.

A second inference which may be drawn from the data is that staff were more satisfied with a library which was better staffed, both in terms of numbers and professional qualifications of the librarian. Wheatridge staff were less positive in their attitude toward the staff library than Fort Logan or CATE staff. In addition, Wheatridge staff were also less satisfied with their services than staff at Fort Logan or CATE. The one factor which was readily apparent in regard to the Wheatridge library was the lack of a professionally trained librarian. Further examination of the frequency data revealed that services which involved professional competencies were ranked lower by Wheatridge staff than by staff at the other two agencies.

Other factors in staffing patterns may also have affected staff satisfaction with the library. No difference was found between Fort Logan staff attitude and CATE staff; however, Fort Logan staff were less satisfied with their library services than CATE staff were. The additional staff support at CATE, although modest, may have made the difference, along with what appeared to have been a more aggressive pattern of service.

Finally, inferences relating to the role of materials evaluation in staff library satisfaction cannot be readily drawn from the existing data. Fort Logan staff rated their library collection lower than the other two institutional staffs; however, Fort Logan had a greater quantitative score than Wheatridge--but lower than CATE. Therefore, such differences were probably based on other less evident factors than the size of the collection. The true nature of these factors can, therefore, only be supposition. For example, it may have been that the staff at Wheatridge were more involved in the selection of library materials and in collection development, simply because there was no professional librarian. Subsequently, staff may have been more involved and ultimately more satisfied with materials. Numbers alone do not indicate the relevancy of a collection for its users. There was also some indication that the Ridge collection came closer to meeting standard recommendations, which were based on staff population, than did the Fort Logan library.

Conclusions which may be drawn from the above inferences suggest that a "better" quality of library was recognized by institutional staff as reflected in their greater satisfaction with materials and services, along with a more positive attitude toward, and greater use of, the library. In addition, it may also have been that institutional staff responded to their greater satisfaction with more frequent use of library materials and services.

Staff attitude and satisfaction with library services may have been higher when staffing patterns supported staff needs, both in terms of the librarians' professional competence and adequate support help. Staff involvement in the selection of materials may also have been a factor which contributed to staff satisfaction with the adequacy of the collection. A final footnote can be appended here. The library with the greatest number of materials also transacted the greatest number of interlibrary loans, which suggested that staff needs were also served by an active pattern of service as well as numbers of materials.

In summary, it appears highly desirable, then, to provide a high quality of library service, quantity of materials, and a competent and professionally trained medical librarian to serve institutional staffs in the assumption that greater use of such will result. Greater use of professional library materials and services would normally result in a more informed staff--one better able to perform their job responsibilities. Efficiency in job performance should ultimately result in better care and treatment programs for residents. In addition, library materials and services can also make a positive contribution to the quality of in-service training and continuing education programs for staff.

Other inferences and conclusions may also be drawn from the data which has been presented. The separation of library and audiovisual departments did not contribute to staff awareness of materials in these newer formats. Access to such information was not facilitated either, and there was probably duplication of staff activity as well. Although staff indicated satisfaction with this separation, the large number of missing observations in this area also suggested they may have had insufficient information to respond. Currently, there is a wealth of information being produced for people in the various medical fields on video tape and other non-print formats. A well-informed staff would need to have access to this type of information.

There is also some indication that the lines of communication between staff and the librarians could be improved. The librarians perceived staff use of the library and its services differently than staff in certain areas. There was also some indication that staff could be more involved in the selection of materials, and this was especially true where the assigning of materials for others was concerned. In addition, it appeared that the libraries served mostly the professional staffs, nor were they meeting the needs of in-service training programs and other continuing education activities. It would be desirable for the library collections to meet the needs of a broader range of workers and to better support, in general, job related information needs for all staff.

Given the data presented in this study, it is a reasonable assumption that a program of quality library service to the institutional staffs could make a difference in the care and treatment programs of the residents. Presently, the per capita expenditures for maintaining an individual in any of the three agencies range from over $21,000 to over $28,000--yet, the expenditures for library services are insignificant by comparison. Present budget for staff, materials and equipment does not contribute to a quality program for library services to institutional staff in the Department of Institutions. Major problems exist and include the following inadequacies:

a. Staff libraries are not specifically budgeted for within the divisions of the Department of Institutions.

b. Professional and adequate support staff are not available in sufficient quantities.

c. Staff library personnel are not accountable to an agency or individual with a knowledge of professional competencies in the field of medical librarianship.

d. Institutional library personnel are isolated from other personnel with similar responsibilities due to a lack of formal organization. This lack of organization discourages the sharing of problems for common solutions and the formation of a lobby in support of institutional library services.

e. Staff libraries do not meet standards for budget, personnel, materials or equipment.

f. The separation of some audiovisual materials and equipment from library services is inefficient in the utilization of personnel, and it fails to provide staff with central access to information. This container approach to information retrieval is inconsistent with current library policy in many types of libraries, and fails to recognize the major contributions being made to the medical field using alternative forms of media.

g. A number of staff are not served by institutional library services, including those in the Division of Youth Services, and staff serving the developmentally disabled at Grand Junction. This lack has resulted in the sporadic development of satellite collections which tend in the long run to be underutilized and poorly maintained.

h. Areas in which there are the greatest needs include the following:

(1) Current materials which support growth and development of both professional and non-professional staff alike. Such materials include journals, pamphlets, proceedings of meetings and conferences on either video or audio tape, and materials suited to other current information needs of staff.

(2) Reference and other book materials which provide basic information resources.

(3) Materials which specifically support in-service training and continuing education programs.

(4) Extended hours of library service for staff who work evenings and weekends, as well as for staff who work weekdays and would like to pursue their own education on weekends and evenings.

(5) A library volunteer program to help support library staffing needs. Such a program should not be the burden of already understaffed library personnel.

(6) A means of alerting staff to current information in their fields of interest.

These eight points conclude the summary of findings in this study of staff library services. The next section will summarize the findings for resident library services.

C. Resident Library and/or Materials Services

1. General Description

Three divisions in the Department of Institutions were involved in the study of resident library and/or materials services. Four types of institutions are served within these three divisions: state home and training schools in the Division of Developmental Disabilities; care and treatment programs for the Division of Mental Health, which included facilities for children, adolescents, and adults; and regional detention/diagnostic centers and treatment facilities for Youth Services. In all, 18 agencies were identified and visited by the contractor.

Three of these eighteen indicated that they had insufficient numbers of materials to report. These three were Mountview, a treatment facility for youth in detention, the Adolescent I program, and Children's Treatment Center both at Fort Logan Mental Health Center. The latter had an old library which was outdated and no longer in use. In addition, Lookout Mountain School along with Mountview did not report classroom collections. Lookout Mountain did, however, report materials holdings in its library which was undergoing renovation. Mountview did not have a separate library in the school.

In addition to the agencies noted above, five other agencies had separate operational library facilities; the rest of the agencies maintained collections of materials in classrooms, dormitory and/or recreational areas. Agencies with resident libraries were: the Adult and the Children's and Adolescents' Treatment programs at Colorado State Hospital, and the three state home and training schools for the developmentally disabled at Grand Junction, Wheatridge, and Pueblo. The summary and discussion of the quantitative and qualitative data for these agencies is divided into two groups: resident facilities for the developmentally disabled, and resident facilities for the other agencies.

2. Materials and Services

a. Developmentally Disabled Agencies

Grand Junction and Wheatridge libraries were both staffed with full-time paraprofessional workers. Wheatridge had two full-time persons, and Grand Junction had one position which was temporarily funded. Pueblo did not report staff. Seating space was limited in the libraries. The collections contained few numbers of printed items and somewhat greater numbers of audiovisuals--especially separate audio recordings--and to some extent, slides and/or filmstrips. Equipment holdings tended to be in proportion to the number of audiovisual materials, although no microform readers nor video playback units were noted.

The three libraries for developmentally disabled residents were open a limited number of hours, with only one library providing 40 hour a week accessibility. In addition, these libraries were open weekdays only. The collections were partially classified, except for the Pueblo collection which was not organized. Access to library materials was either through direct use and browsing of through a staff member. Use of the libraries tended to be low, and there appeared to be little in the way of active library programs suited to this group in any of the institutional libraries.

The three state home and training school libraries ranked as follows in quantitative scores: Wheatridge was the highest, followed by Grand Junction, and lastly Pueblo. On the other hand, Grand Junction ranked first in qualitative score, Ridge was second, and Pueblo was last again.

b. Other Resident Agencies

Only two of these agencies had separate library facilities in this group, and they were both at Colorado State Hospital in Pueblo. These libraries served the emotionally disturbed residents in the Adult Treatment program, and in the Children/Adolescent program. Staff at these two libraries were non-professional. The Adult Library at CATE had one full-time worker, and the Children/ Adolescent Library had a part time person who was also secretary at the agency. The other agencies which had materials collections located in classrooms were usually managed by a teacher.

The Adult Library seated less than 15 percent of the population, and the library for the younger group at CATE seated less than four percent of the population. This latter library was also used for classroom purposes at various times of the day. It was therefore open only 20 hours a week as a library; the adult facility was open 40 hours a week. Neither library provided services in the evening hours or weekends.

With the exception of the two operational libraries described above, the agencies had only minimal holdings in materials, including both print and nonprint items. Equipment items were also few in number. Half of the agencies had no equipment except for a few audio players, and a film projector, or a slide/filmstrip viewer.

The collections in the libraries were classified and cataloged with access to materials through the card catalog. Access to materials in the classroom collections was primarily through browsing the shelves, since the collections were not classified nor organized in the manner traditional for a library. Some of the materials were organized and coded for broad subject arrangements, however. All residents had access to materials in the libraries or classrooms, either directly or through a staff member in the agency. There was in no way what could be termed an "outreach" program to serve the needs of those persons confined to dormitory areas. These individuals were served only through staff acting as intermediaries.

The circulation of materials in the agencies was not high overall, with half of them indicating less than 1000 items a year used or checked out by residents. In addition, agencies without actual libraries did not provide many of the usual library services, such as reference, readers' advisory service, interlibrary loan, and so on. All of the agencies borrowed a number of films each year--with most of these having been supplied by the State Library without charge. In the future there will be a rental charge for this service. School districts also supplied films to some of the agencies.

Agencies ranked as follows as to their quantitative scores: Gilliam had the highest score, followed by the Child/Adolescent Division of CATE; Zebulon Pike placed third, Golden Gate Youth Camp, fourth, followed in rank order by: Arapahoe, Fort Logan Adolescent II Division, along with the CATE Adult Library, both in 6th place, Pueblo, Lookout Mountain, along with Lathrop, both in 8th place, Adams, Jefco, and Mountview last. Agencies were also ranked as to their qualitative scores. The agency with the highest qualitative score was Golden Gate Youth Camp; Arapahoe and the Child/Adolescent Library at CATE were second, followed by the Adult Library at CATE, which ranked third; followed in rank order by: Pueblo, along with Adams, which were both fourth, Jefco, Lathrop, Fort Logan Adolescent II, Gilliam, Lookout Mountain, and Mountview at the bottom of the scale. The budget for agency materials and services are summarized below.

3. Budget

a. Developmentally Disabled Agencies

State funding for library materials in the three state homes was largely non-existent over the past three years. Expenditures for such materials have come largely from federal monies, including ESEA for educational materials and LSCA for leisure materials purchased by the State Library. The state has contributed to salary for personnel at Wheatridge only. Expenditures for capital outlay, which included materials and equipment, have decreased slightly over the past three years. State expenditures for personnel have increased very slightly over the past three years. Budgets for library materials for the three state homes have averaged between four and five hundred dollars for Grand Junction and Wheatridge--and less than one hundred dollars for Pueblo.

b. Other Resident Agencies

Budgets for this group of resident libraries and/or materials services were difficult to determine because insufficient data were returned by two division accounting offices. There does not appear to be a budgeted amount for library services or personnel except for the one staff person at the Adult Library at CATE. Classroom materials have been purchased through the use of federal monies--primarily ESEA, and leisure reading materials through LSCA money and materials purchased by the State Library. In addition, one agency reported that the school district paid each resident's share for each day the individual was not in the school system--but in the agency's care. How well materials, services, staff, and budget for these agencies met national standard recommendations for resident libraries is reported below.

4. Standard Recommendations

a. Developmentally Disabled Agencies

The three resident libraries for the developmentally disabled did not meet "Standards for Libraries at Institutions for the Mentally Retarded" (1978), a working paper developed by the Association of Specialized and Cooperative Library Agencies, a Division of The American Library Association (ALA/ASCLA). The libraries were deficient in the numbers of materials which they provided for residents, including both print and audiovisual items. Altogether the three libraries needed an additional 3,500 books and approximately 4,000 nonbook items to meet standards. Access to a film collection had been provided free in the past by the Colorado State Library, but such access was not to be continued in the future. Essentially, there was no provision for rental fees within the existing structure of the budget. In addition, there was also a need for considerably more equipment for these agencies to meet standard recommendations. Audiovisual materials are more significant for these residents because of the need for sensory stimulation and reading problems. Together, the three libraries needed access to between 100 and 200 more pieces of equipment to meet standard recommendations.

Recommended services for residents included not only the traditional library services, but also programs of interest to residents, including story hours, puppet shows, audiovisual presentation, and the like. With limited staff and hours of opening, such programs were only provided to a very limited degree in the libraries.

Staffing recommendations for these three libraries also were not up to the standards. For the number of residents, Pueblo, which reported no staff, would need three to four people. All of the libraries should have additional staff to meet standard recommendations, including habilitation technicians. The budget required to meet these minimum recommended standards for library service to the developmentally disabled is set at two percent of the total institutional budget. Finally, the libraries needed to add at least 30 hours a week to their hours of opening.

b. Other Resident Agencies

Library Standards for Juvenile Correctional Institutions (1975) were used as a measure for this group, although there was one adult group included and some children; nor were all of the residents in correctional settings. These standards suggest that agencies involved with the care and treatment of youth should provide a library which functions as both a school and a public library. What this recommendation means is that library and/or materials services are to support the educational program provided for residents who are school age, and are also to meet leisure or recreational needs along with other informational interests as might be provided by a public library if the resident were in the community. Public library type services include not only books of general interest for this age group, but also programs on a wide variety of topics.

None of the agencies met this concept as set forth by the standard recommendations of school and public library service to residents. There were not only limited hours of service, but also a lack of leisure programming provided through the auspices of the library. Nor did the agencies meet standard recommendations for staff or budget allocations. Recommendations for the budget are that a minimum of 2.5 percent of the institutional budget be allocated based on the average per capita cost for a person confined for treatment. In order to meet the recommended staffing levels, most of the agencies would have to add a librarian, a technician, and a clerk to their staff.

These other agencies, which for the most part serve youth and provide an educational program in addition to a treatment one, did not meet standard recommendations for numbers of materials. Only one agency had more than the recommended number of books, and this was the Child/Adolescent library at CATE. In total the collections needed an additional 26,000 books to bring them up to recommended standards. Nor did the agencies meet recommended standards for other types of materials. All of the agencies had insufficient numbers of magazines and newspapers along with other audiovisual items. The agencies needed a total of about 10,000 additional audiovisuals to meet standards.

Standard recommendations for equipment were not specific. The standards indicated that there should be sufficient numbers to meet the needs of the users and to utilize the materials. In this sense, all agencies should have at least one or more of all the items listed on the Library Survey. A count of all the agencies who answered "NONE" in each of the areas, suggests that the other resident agencies in this study need to have, or to have access to, at least 100 more pieces of equipment.

National library standards provided one type of guideline for measuring the effectiveness of library services to residents confined to institutions. Resident satisfaction with such services also provides a second means by which to measure library materials. The results of data collection and analysis is summarized below.

5. Resident Satisfaction

It was not feasible to determine resident satisfaction with library materials and services for developmentally disabled residents; therefore, the satisfaction data are reported for the other resident agencies only. However, staff were asked to provide what they saw as needs which library materials could support in the care and treatment programs in the state home and training schools.

In staff opinion, there was a need for materials which were specifically designed for use with the developmentally disabled. Staff saw a need for them to view and hear others like themselves in learning how to carry out certain basic tasks. Cartoons and the like were not appropriate for this group who experienced difficulty in transferring information that was not directly relevant to their own personal situation. Staff also stressed the need for materials which taught basic survival skills as well as materials which could be used both for socialization and stimulation. Such needs were best served, in the opinion of staff workers, by materials which provided multi-sensory approaches. Finally, there was a definite need for the library to be open longer hours, incluidng weekends as well as evenings. The weekends were described by staff as being an especially difficult time for the residents because there was little to do. Interpretation of the data which have been presented on resident libraries for the developmentally disabled and conclusions are in the next section.

Other institutional residents responded to their satisfaction with the library and/or materials services in three areas. Frequency of library and/or materials use provided one means through which to determine resident satisfaction. Frequency analysis of the data did not indicate a clear pattern of use overall. Approximately 50 percent of the residents indicated frequent use of materials, with responses about equally divided among each of the four scale intervals.

In examining resident use of the collections, the greatest use of materials by residents was to read magazines, followed by the use of materials for pleasure reading and to follow interests outside of classroom assignments. The least frequent use of materials for residents was audiovisual materials. Using materials for classroom assignments also did not rate very frequent use, along with studying self interests.

Resident evaluation of the quality of materials services in the agencies was also used as a measure of their satisfaction. Here again there was an almost even split in the way residents evaluated materials and services overall--with only a slightly greater percent of the responses falling in the upper half of the four-point scale. The two items on the questionnaire which rated somewhat higher with residents were in having books they like to read and getting help when it was needed from staff. The items which rated the lowest with residents were hours that the library or reading room areas were open, and having interesting things to do in the library. At least half of the respondents in the resident sample thought that the materials services were either only fair or poor in providing information that was either for classroom or their own use. These responses may have also indicated why the frequent use of materials in these areas was low.

Since no clear pattern of response emerged from this data, it was compared in a general way with similar data collected in 1973 by the Colorado Survey. Secondary school student response to similar items suggested that the public schools were providing superior library and/or materials services to students than were provided for the same age group who were institutionalized. These differences raise questions about the rights of institutionalized youth to receive equal educational opportunity.

Finally, residents also responded to certain attitudinal questions as a measure of library/materials satisfaction. Resident attitudes toward books and reading were often in conflict--a condition which was not surprising to discover, since most of the sample were adolescent.

Resident attitude toward reading essentially confirmed staff comment that many read below grade level and had reading problems. However, residents did not indicate positive attitudes toward the use of audio-visual materials as an alternative to books and reading.

Residents also rated eleven possible program items as to their first, second, and third choices. The three items which were of the most interest to them were: listening to music groups, film or television presentations, and arts and crafts instruction. Two other items of interest--but ranked considerably lower than the top three, were use of a typewriter, and use of and/or instruction in musical instruments. There was also some interest in learning games such as chess.

In addition to frequency tabulation for resident satisfaction, analysis was also carried out to determine differences in resident satisfaction response among the thirteen agencies. Significant differences were found among the agencies as follows:

a. The residents who made the most frequent use of materials were those in the Fort Logan Adolescent II program, followed by residents at Gilliam. Significant differences were found between resident use of materials at Fort Logan and all other agencies, and between Gilliam and Arapahoe. No significant differences were found among the other agencies.

b. CATE Child/Adolescent Division residents were the most satisfied with their materials and services. Gilliam residents also evaluated their materials higher than residents at Fort Logan Adolescent II Division. Fort Logan residents were the least satisfied with their materials and services.

c. The residents with the most positive attitude were those who made use of the Child/Adolescent Library at CATE, followed by residents at Zebulon Pike. Significant differences were found between CATE Library and Fort Logan Adolescent II, Lathrop, Arapahoe, and Mountview. Significant differences were also found between Zebulon Pike and Fort Logan, Lathrop, and Arapahoe. No significant differences in attitude were found among other resident agencies.

The results of data analysis for resident satifaction indicated that there were significant differences in the way residents responded to their satisfaction with the libraries and/or materials services in the thirteen institutions. In order to determine whether any of the five variables in the study were related to one another, correlations were run for the data. The results of this analysis are as follows:

a. A positive relationship was found between resident attitude and resident evaluation of materials and services.

b. A negative correlation was found between resident frequency of materials use and attitude, and frequency of materials use and materials evaluation.

c. No correlations were found between the three resident satisfaction variables and library measures of quantity and quality.

Interpretation of the results of data analysis and conclusions are discussed in the next section.

6. Conclusions

Inferences regarding the relationship between resident satisfaction and the effectiveness of institutional library services to residents may be drawn from the results of data analysis, and through comparison of this data with national standard recommendations for institutional libraries. Conclusions based on such inferences are, however, tentative. Differences in the quality and quantity of the 13 resident agencies' materials services were not determined due to the small number of cases--nor were the independent variables manipulated in the study. Nonetheless, the data provided insights into resident satisfaction which suggest certain notions regarding how well resident needs were met.

The first inference which may be drawn from the data is that frequent use of materials by residents did not appear to have been a function of a formally organized library--nor the quantity nor the quality of the library and/or materials services. No positive correlations were found among these factors. The factor which appeared to be the most likely supposition for frequent use of materials was that of agency program requirements. Both Gilliam and Fort Logan Adolescent II had reading and educational programs which required the extended use of library materials.

The second inference which may be drawn from the data is that materials services were rated higher by younger residents when there was an actual library facility provided. The agency which residents evaluated the highest as to materials and services was the Child/Adolescent library at Colorado State Hospital. In addition, there was a correlation between resident evaluation of materials and services and resident attitude towards the library. Therefore, it appears likely from the data presented, that when younger residents had libraries, they also evaluated materials and services higher. Residents who evaluated materials services higher also had more positive attitudes toward the library.

A third inference which can be drawn from the data suggests that the degree to which the agencies met standard recommendations for numbers of materials may have been a factor in resident attitude toward libraries and books and reading. The quantity and quality variable scores did not take into consideration the size of the population served--which varied considerably with this group of agencies. Standard recommendations, however, did rest on numbers of residents served. Residents in the Child/Adolescent Division of CATE and at Zebulon Pike expressed the most positive attitudes toward the library. These two agencies also came the closest to meeting standard recommendations for numbers of materials. CATE, whose residents had the most positive attitude, exceeded the recommended numbers of books, in addition to having a separate library facility.

A fourth and final inference which can be drawn from the data is that frequent use of materials collections, which were inadequate by standards to meet the needs of residents, may have fostered a poor attitude toward libraries, along with books and reading. Negative correlation suggested that those residents who made the most frequent use of materials also had the most negative attitudes toward them. Frequent users also evaluated the collection and services the least positively.

It is useful in interpreting this data to look again at the information on resident sample characteristics. Crosstabulation suggested that the longer residents stayed in the institutions, the more they used the library or reading room area. It is a likely supposition, then, that this greater use of the library or reading room area placed greater use or stress on the materials collections--collections judged inadequate to meet resident educational and recreational needs. As a result residents may have been disappointed in the materials and, subsequently, developed negative attitudes toward their use.

Conclusions drawn from these four inferences are based on the following premises: 1) "good" libraries are important adjuncts to education; 2) books and reading are helpful in the positive growth and development of individuals; 3) committed youth have, among other problems, difficulty with reading and schoolwork and making constructive use of leisure time. Given that these premises are true--and there is much in the literature to suggest that they are--we may conclude from the data analysis and its interpretation, that the present state of library services to residents is doing little to support resident treatment and care in the Department of Institutions. It may even be that institutional library materials were so inadequate as to encourage negative attitudes toward their use, when a positive attitude toward libraries and books and reading, along with the use of other materials, may very well be beneficial to residents. Such benefits may not only be acquired from within the institutions, but also when residents return to society. For within the social order, the library may be used by the individual as a means for self-improvement, to find information important to the decision making process relevant to day-to-day survival skills, and as a support for leisure time activities.

A quality program of library services to residents, then, is one, not only beneficial to the individual's care and treatment within the institution, but also one that acts as a bridge to a more positive life when the resident is released. Such a library program would provide a wide range of materials of interest to the special needs and in support of the various types of resident care. Sufficient equipment, specially trained staff, adequate space, and a program that goes far beyond merely putting books on shelves and hoping residents find them useful.

"Good" libraries take adequate financing, however, and there is an insufficient budget for quality library services to institutions in Colorado. Presently the state does not provide a line item for libraries within its budget for State Department of Institutions. Federal money administered by State Library has provided some books and other materials for institutions since 1973. Although these federal funds have increased from $54,000 to $120,000, this amount is insufficient to support quality library services for institutional libraries. Major problems exist in the resident agencies related to materials services and are as follows:

a. There is no budgeted line item for resident library services to Department of Institutions within state appropriations. Libraries and/or materials services have been treated like the proverbial step child with a little money taken here and there in an effort to provide some semblance of service.

b. Although federal funds provided materials, including those which supported the educational program, as well as state administered funds for leisure reading materials, these amounts are insufficient to meet national minimum standards set by the Joint Commission on Accreditation of Hospitals, the American Library Association, or the American Correctional Association.

c. Only five of the seven agencies involved with resident care in the Department of Institutions have operational libraries--and none of these have any professional personnel, except for the consultant services provided by two members of the State Library.

d. No library services are provided to adult residents at Fort Logan Mental Health Center, nor were there sufficient numbers of materials at the Adolescent I or Children's Treatment programs at Fort Logan to survey.

e. There is apparently no central record maintained for the acquisition of materials. Budget information was difficult to obtain regarding the numbers and types of materials purchased and the sources of funding for such materials.

f. Without libraries and without sufficient numbers of trained personnel involved in materials selection and utilization, there are also a lack of meaningful programs involving the use of materials. Some agency personnel were involved with purposeful and even innovative use of materials, but most were not.

g. There is little evidence of the purchase of any of the numerous materials now available on human behavior and awareness training--materials which might be used successfully as supplemental resources in the treatment programs. The one agency where such materials were in use, also rated high in terms of resident attitude.

h. There are not only insufficient numbers of materials, but also inadequate depth and breadth of materials. Specialized materials which meet the needs of the special persons in institutional care were either not available at all--or were not available in sufficient numbers.

1. There is little evidence of outreach programs. Outreach services are defined here as taking materials and providing programs directly to residents whose mobility is so limited as to prevent their direct use of the library.

k. Limited staff means limited hours of opening and limited programs and services to the extent that the agencies do not meet standards that resident library services should function as a combination of both school and public library. This concept of duality of library function was supported for both youth correctional and developmentally disabled standards.

Recommendations as to how library services to both staff and residents in the Department of Institutions may be improved are provided in the section that follows.

D Recommendations

1. General

There are two general recommendations. These recommendations are contingent on state appropriation and cooperation of the Department of Institutions with State Library. Suggestions for the implementation of these two recommendations are included in this section. The first recommendation is that the Colorado State Library take responsibility for the administration of staff and resident libraries in the Department of Institutions. The conditions under which State Library should assume this responsibility are threefold:

a. That sufficient state funding be provided to operate a quality program of library services to institutions, and that federal funds be considered supplemental to such an appropriation.

b. That all money for personnel, supplies, materials and equipment presently expended by Department of Institutions become a part of a line item budget to be administered by State Library for institutional library services. Materials are to include all items--both print and nonbook--which are not textbooks or expendable items, such as workbooks and the like. Supply items for classrooms such as chalk and other expendables should be excluded from the library budget. Audiovisual and other equipment necessary to the operation of a library or materials center should also be included as part of the library budget.

c. That Department of Institutions provide the necessary information regarding such expenditures in order to meet the above conditions, and that the Department take responsibility for providing adequate physical space and facilities for the operation of institutional libraries or materials services.

The second recommendation is that the State Library create a separate body--the primary function of which will be library service to institutions. The present structure of consultants is not sufficient to support the implementation of an improved institutional library program. Objectives for the implementation of these recommendations are outlined below.

2. Operational Objectives

It is recommended that the first operational objective for the newly created Institutional Library Service Unit to be named the 18th Board of Cooperative Service (BOCES) and the 8th "Regional" Library System. This move would allow the institutions to receive funding and interact cooperatively among other institutional agencies within the Department of Institutions and with both educational and library cooperatives. In this way institutional library services would fulfill their multi-functions of school, public, and special library services as recommended by the national standards. The "area," however, for the Institutional Library Service Unit would not be geographic, but would cut across regional lines, thereby providing flexibility.

In the formation of an institutional cooperative for the sharing of resources and services, there would be a number of advantages. For example, it would provide staff libraries an opportunity to share resources with major health science libraries in the state. Participation in such projects as Project ACESS, funded through Colorado

Department of Education, would provide institutional staff concerned with the education of residents with important information regarding resources available to them. An example of such information resources useful to institutional personnel are summaries of over 200 effective reading programs used in small school districts throughout the United States. These innovative reading programs included ideas for both adults as well as young readers.

The second operational objective which is recommended for the Institutional Library Service Unit is to develop and operate two major institutional library facilities which would provide services within certain geographic areas. Presently consultants work throughout the state and are assigned to services primarily by age group. It is recommended that these two library operations be located at Fort Logan Mental Health Center in Englewood, and at Colorado State Hospital in Pueblo. Smaller "branches" of these two main institutional library operations might also be located at the two state home and training schools at Wheatridge and at Grand Junction. Additional school library personnel should also be established at the four long-term care and treatment facilities for the Division of Youth Services. All other agencies could be served through outreach programs which are based at one of the two major institutional library operations.

In addition, it is also strongly recommended that the acquisition of institutional library materials, supplies, and equipment be centralized, and that such purchases be put out to bid. The technical processing of materials, that is, their preparation for shelf use, should also be a centralized operation. In this way a record will be maintained regarding all purchases. Duplication of effort will be eliminated and through bidding larger quantities of materials, the best price will be gained. Recommendations for services to be provided are described in the next section.

3. Service Objectives

It is recommended that the following service objectives be implemented at the two major library operations for institutional library services.

a. Each of the two major institutional library facilities at Fort Logan and Pueblo is to serve both residents and staff and provide outreach services.

b. Outreach services are to be both to the various agencies and to dormitory areas that are located on the institutional grounds, as well as to those smaller agencies located at some distance away. The Fort Logan Library should also serve Department of Institutions personnel as well.

c. The Fort Logan Library could provide materials and services to staff and residents located at the following agencies: Children's Treatment Center, Adolescent I Program, and the Adolescent II Program on the Fort Logan grounds. In addition, this library could provide outreach services to both staff and residents at the four regional/diagnostic centers: Adams, Arapahoe, Gilliam, and Jefferson, and also to Lookout Mountain, Mountview and Golden Gate--long term detention programs for youth. Services could also be extended to Grand Junction and Wheatridge in much the same way as a main public library serves or interacts with a branch library. Suggestions regarding outreach programs and other services are described later in this section.

d. The Pueblo Institutional Library could provide direct services to staff and residents located on the grounds of the Colorado State Hospital. Resident and staff services would include the Adult Treatment Program, the Child/Adolescent Treatment Center, both part of the mental health treatment programs at CATE, the short-term regional diagnostic center for youth in detention, and the state home and training school for the developmentally disabled located there. Outreach services could be provided to Zebulon Pike, a short-term regional diagnostic center for youth located at Colorado Springs, and to the long-term treatment facility for youth in detention at Walsenberg--Lathrop Park Youth Camp.

e. It is also recommended that all material services be centralized at both the Fort Logan and Pueblo institutional libraries, and that there be no separation of book and audiovisual materials and equipment. Therefore, an additional service of these major library centers would necessarily be to provide for the distribution and maintenance of audiovisual equipment.

f. All agencies should be provided with a basic collection of materials which meet the needs of both staff and residents. These collections may be housed centrally or may be distributed to various areas throughout the buildings according to the needs of the institutional programs. Since some materials collections are necessarily small, it would also be important for these central institutional library agencies to provide: rotating collections of audiovisual materials for both staff and residents and information regarding centrally housed materials. For example, special bibliographies could be prepared, and photocopies of journal contents pages be distributed to staff. A means for easy retrieval and distribution of information and materials should be made available as well.

g. Ideally, consultant services should be continued, and continuing education for both library and institutional staff provided. Workshops on new techniques in information retrieval, data-base searching for information, staff involvement and/or awareness of new materials, and innovative uses of material which support both education and resident leisure time activities are examples.

h. It would also be highly desirable to establish a single video/film center which served both staff and residents without a rental fee,and that would contain materials especially suited to resident/staff specialized needs. Some expensive sets of audiovisual materials might also be included in such a center. This video/film center could be housed at either Fort Logan or Pueblo.

i. In addition, it would be desirable to establish a single major audiovisual production center at either Fort Logan or Pueblo to produce the kinds of audiovisual materials which would serve specialized needs of residents--particularly the developmentally disabled. Staff in the state home and training schools noted that these residents had difficulty learning via examples which represented something other than the ones with which they were familair. In time a mobile unit could provide the expertise and equipment for visual literacy projects. Video equipment and materials have proved successful in working with both the developmentally disabled (Holt, 1978) and with juveniles in detention (Hale, 1974).

Staffing, materials and equipment purchases, and the budget allocation needed to implement this program of services are noted in the sections which follow.

4. Staff

The following staff positions are recommended for the provision of library services to agencies in the Department of Institutions. Not all the positions would need to be hired. Many of them could be filled with existing personnel from both State Library and Department of Insititutions. Volunteers should also be used as practical and in non-professional activities, unless otherwise qualified. Intern programs from library schools should also be encouraged. The Director position for this newly created Institutional Library Services Unit should be filled by a high level administrator with a background in medical/institutional librarianship. The Director's appointment should be the result of a national search for an individual with outstanding qualifications. Such a position would be second in rank to the State Librarian and report directly to her/him.

Director	Institutional Library Services and Chief Administrator for the Fort Logan Institutional Library
1	Coordinator of Audiovisual Services
	FORT LOGAN LIBRARY STAFF
2	Assistant Librarians
1	Outreach Librarian

2	Audiovisual Specialists/Technicians
2	Paraprofessionals
2	Clerk-typists

Volunteers/Interns

MOUNTVIEW, LOOKOUT MOUNTAIN, GOLDEN GATE

1	Certified School Library Media Specialist

Volunteers/Interns

GRAND JUNCTION STATE HOME AND TRAINING SCHOOL

1	Librarian
2	Habilitation Technicians

Volunteers/Interns

WHEATRIDGE HOME AND TRAINING SCHOOL

1	Librarian
2	Habilitation Technicians

Volunteers/Interns

COLORADO STATE HOSPITAL LIBRARY

1	Head Librarian
1	Assistant Librarian
1	Outreach Librarian
2	Audiovisual Specialists/Technicians
1	Paraprofessional
1	Clerk-typist

Volunteers/Interns

5. Materials and Equipment

a. Staff Libraries

Altogether the three staff libraries needed approximately 15,000 more books to meet standard recommendations. Both Fort Logan and Wheatridge needed at least 100 more reference titles. These two agencies also needed 100 more journal titles--or 50 each to meet standard recommendations. These figures, however, do not take into consideration the fact that there were ten agencies with unserved staffs. Therefore, it would be highly desirable to maintain a small collection of reference and information sources within all agencies--about 50 book titles, plus six to eight journals relevant to staff job-related needs. Larger collections of reference and other information sources, including journals could be maintained at the Fort Logan and Pueblo Institutional Library centers. These main library centers should provide access to no less than 500 to 1000 reference titles and from 100 to 200 journal/newspaper titles, as well as other pertinent information resources in the fields of staff work-related interests.

In addition to print sources of information, the three staff libraries also needed approximately 1,700 more audiovisual and non-book items. Here again, the most advantageous use of these materials--particularly the more expensive ones--would be to maintain them in one or two central locations, to be circulated on call. Some materials of this nature could be part of a rotating collection to the agencies. However, audiovisual items with a short shelf life should be rented rather than purchased.

Although this number of audiovisual materials for staff involved with institutional care may seem large, the modern health science library is similarly well stocked. For example, the Media Librarian, University of Arizona Health Sciences Center, reported (Tschida, 1979) that the library had a collection of approximately 2,000 audiovisual items. About half of these were in sound-slide or video format. Useful sources for the selection of these materials are the *National Medical Audiovisual Catalog; Audiovisuals for Health Sciences,* published by the U.S. Department of Health, Education and Welfare, and also the NLM AVILINE Catalog, also published by HEW. Both sources provide reviews of materials important in the field of medicine and other related areas, such as psychology and psychiatry.

The audiovisual equipment within the two areas at Fort Logan and Colorado State Hospital is probably sufficient to meet staff needs when pulled together from both audiovisual units and staff libraries. However, as numbers of audiovisual materials increase, these recommendations will need to be reviewed. In addition, both centers would need to be equipped with microform reader-printers and portable equipment which could be easily circulated.

b. Resident Libraries

Agencies caring for the developmentally disabled needed around 3,500 more books to meet standard recommendations. Other resident agencies needed approximately 26,000 more books. These figures did not include materials for those agencies which were not surveyed due to insufficient numbers of materials.

Audiovisual needs for residents indicated that 4,000 more audiovisual items for the developmentally disabled and about 10,000 more audiovisuals for all other resident agencies were needed to meet standards. Agencies for the developmentally disabled should have about 100 to 200 more pieces of equipment to meet standards. Specific equipment needs for the other agencies were not spelled out in the standards. However, the centralization of equipment and services would mean that an additional 200 pieces of audiovisual equipment, which are shared, would probably be sufficient as a starting point.

In addition to the purchase of audiovisual equipment, audiovisual carts which aid in the transportation of such items should also be considered as well as replacement bulbs, extension cords, and other paraphernalia necessary to the maintenance and distribution of this equipment. The budget for staff and materials appears in the section below.

6. Budget

a. Staff

The budget for staff can only be approximated, since it is largely dependent on the numbers of staff that can be utilized from current positions in Department of Institutions and State Library, as well as on the salary for each position. It is recommended that the salary for position of Director be set between $20,000 and $25,000, and that assistant librarians be hired at a salary between $15,000 and $18,000 in order to obtain individuals with the desired level of professional competence. The Director of Media Services should be hired at the same salary level as the Assistant Librarians and be similarly qualified within the audiovisual area. Other personnel salaries would be dependent on the current salary rate for the local community in which they worked. Based on these salary recommendations, and the availability of staff currently employed in either State Library or State Department of Institutions, it is estimated that the additional staff could be hired for approximately $100,000.00.

b. Materials and Equipment

15,000 more books were needed to serve staff libraries with approximately 500 more reference titles added. The average costs of printed materials cited here are based on book trade statistics published annually (Highlights, 1978). The average price of a non-fiction hard bound book was $18.03 per volume, $22.95 for medical books, and $24.35 for science titles. Using an average cost of $22.00, since staff libraries would presumably contain all three types of materials, 15,000 more titles for staff would cost at least $330,000.00. Reference books were even more expensive with an average cost of $28.44 per volume.

The average cost of juvenile materials was $6.64 per volume; mass market paperbacks, $1.71; and trade paperbacks, that is, materials of a more serious nature but in less expensive bindings, were $5.89. Hard cover fiction ran $10.07. Using an average cost of $6.00 for resident materials, considering that all four types of materials would be included--with paper covers having a strong appeal for many residents--books needs totaled $177,000.00 for 29,500 books. 3,500 titles were needed for developmentally disabled residents, and 26,000 for all other agencies, exclusive of those not included in this study.

The total numbers of audiovisual materials needed for both staff and residents came to a total of 15,700 items. The average cost of audiovisual materials is not a readily available figure in the same way book prices are. The average cost of audiovisual materials was, however, provided by the Media Center in the Main University Library. An average per title cost of $25.00 is probably high for resident materials for juveniles and low for staff audiovisuals, particularly those in the medical field. It does however, represent a medium figure, since the University of Arizona purchases a number of expensive adult items, including video tapes, in addition to items suited for juveniles. This average does not include the cost of a film collection. Using the $25.00 per title as an average cost for the needed 15,700 audiovisual items for all residents and staff, total additional expenditure to meet recommendation would come to $392,000.00. It is also recommended that at least $50,000 of such an amount be used to start a film/video collection for use throughout the institutional library system. Institutions and state agencies borrowed nearly 4,000 films in the last year from the State Library alone. Films, and video, represent an important source of information and recreation for institutional agencies.

The cost of audiovisual equipment is also difficult to determine precisely, since it is largely dependent on what audiovisual materials are purchased, and, therefore, what equipment is needed to support them. Audiovisual equipment costs range from a low of $50.00 for a small playback audio-recorder to a high of over $2,000.00 for portable video equipment and for microform reader-printers. A sum of $5,000 will barely meet needs of a library media center in a new small elementary school, and here, 18 resident agencies will need access to some audiovisual equipment. Therefore, keeping these considerations in mind, and the fact that there is already some equipment available in the agencies, an expenditure of $50,000 would be needed to meet resident equipment needs. With 200 items to purchase, this estimated figure only allows an average cost per item of $250.00,which may be low.

Total costs for staff, materials and equipment needed to bring resident and staff agencies in line with national standard recommendations for library materials and services are outlined below in Table Forty-Seven.

TABLE 47

ADDITIONAL COSTS OF MEETING LIBRARY STANDARDS

Category		Amount
Staff		$100,000.00
Books		
Staff Libraries (15,000 @ $22.00)	$330,000.00	
Resident Libraries		
Developmentally Disabled (3,500 @ $6.00)	21,000.00	
Other Residents (26,000 @ $6.00)	156,000.00	
Total Books:		507,000.00
Audiovisual Materials		
Staff Libraries (1,700 @ $25.00)	42,000.00	
Resident Libraries		
Developmentally Disabled (4,000 @ $25.00)	100,000.00	
Other Residents (10,000 @ $25.00)	250,000.00	
Total Audiovisual Materials:		392,000.00
Audiovisual Equipment		50,000.00
GRAND TOTAL:		$1,049,000.00

The total cost of bringing resident library agencies into line with National Library Standards is over one million dollars. This figure represents a sizable new expenditure at a time when tax dollars are difficult to come by; therefore, a number of recommendations regarding the funding of improved library services to institutions are noted below.

7. Sources of Funding

Several recommendations are given here for ways of funding improved state library services to institutions.

a. The first recommendation regarding funding of institutional libraries is that the state appropriate an additional $300,000.00 a year for their improvement. This money would go toward the establishment of a separate state library unit for services to the institutionalized, including funding for regional operations, staffing, materials and equipment. This figure would appear to be in line with a similar program funded a year ago in the State of Washington. Washington State Library currently provides services to six divisions and 37 facilities with state funding with what has come to be regarded as an exemplary program for slightly over $500,000.00.

b. It is also recommended that the State Library administer all funding intended for equipment and non-textbook materials, including ESEA, gifts, and other special project money.

c. A third source of funding which the State Library could promote is the RIF, or Reading is Fundamental program. This federally funded program provides for inexpensive book distribution directly to individuals. Residents in institutional care would not be excluded from this program. The address for additional information about RIF is:

Reading is Fundamental, Inc.
L'Enfant 2500
Smithsonian Institution
Washington, D.C. 20560

d. It is also recommended that school districts be encouraged to contribute to the cost of educational materials and services on a per capita daily rate for all school age persons confined to agency care.

e. Finally, State Library should encourage university faculty and other individuals in the field of research to continue investigation into the effect of improved library services on resident care and treatment programs. Funding for such investigation is available from a number of acts funded through both Office of Education, Department of Health, Education and Welfare, and the National Science Foundation.

Some of these include Library Services and Construction Act, HEA-Library Research and Demonstration, and other research involving individuals termed handicapped. Limitations of the present study and suggestions for further investigation are discussed in the concluding section of this chapter.

E. Study Limitations and Suggestions for Further Research

This section concludes the final chapter of the feasibility study on library services to Colorado Department of Institutions. It is concerned with limitations of the present study and the need for continued research in this field. The present study found that there were significant differences in the satisfaction among both staff and resident users of agency library and/or materials services. Inferences were drawn regarding these differences in satisfaction based on agency qualitative and quantitative scores and also the degree to which agencies met standard recommendations. It was not possible, however, to determine within the scope of this investigation, whether these agency differences were statistically significant--or simply a matter of chance. Therefore, conclusions drawn regarding these differences in the satisfaction data were tentative. Further research should be conducted in this area.

Continued research should also examine the impact of improved library services to staff and residents and the effect on resident care and treatment programs. In this sense demonstration libraries and special library programs could be operated and their results measured. Measures for such operations could be generated through existing data which are collected about resident reading abilities, educational attainment, emotional maturation, and the like. Experimentation with a wide range of materials, various types of reading programs, visual literacy projects, and materials produced by and for residents should be conducted to determine their possible impact on residents' care and treatment.

The cost of providing "good" library service to individuals in institutions is high--and it comes at a time when the taxpayer is unwilling to support government waste. The cost of maintaining an individual in an institution is also high--far higher than that of providing improved library services. Recidivism remains a major problem in the care of the institutionalized. The more people are confined to institutions, the more they are inclined to continue within the system, and recidivism is costly.

For example, the total operating cost for detention services in the Denver area, which involved six short-term diagnostic agencies and a little over 200 residents, was only $52,500 last year. However, many of these same young people will continue to be a problem to society and will stay within the system until they are adults in prisons.

The cost of the Federal Bureau of Prisons' per capita operation per prison was $16,000 a year ("Newsletter," 1977)--and operating costs for state penitentiaries are often higher.

Can improved library services and materials make a difference in institutional care and treatment programs? It is going to be important to know more about this area,because, if even only one or two individuals a year were not to return to institutional life as a result, the savings in tax dollars would be tremendous. Books and ideas have had meaning for many persons in life. Surely the institutionalized, above all, need the chance to learn how to read and how to find enjoyment and new meaning in life through improved library services to agencies involved with their care.

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BIBLIOGRAPHY

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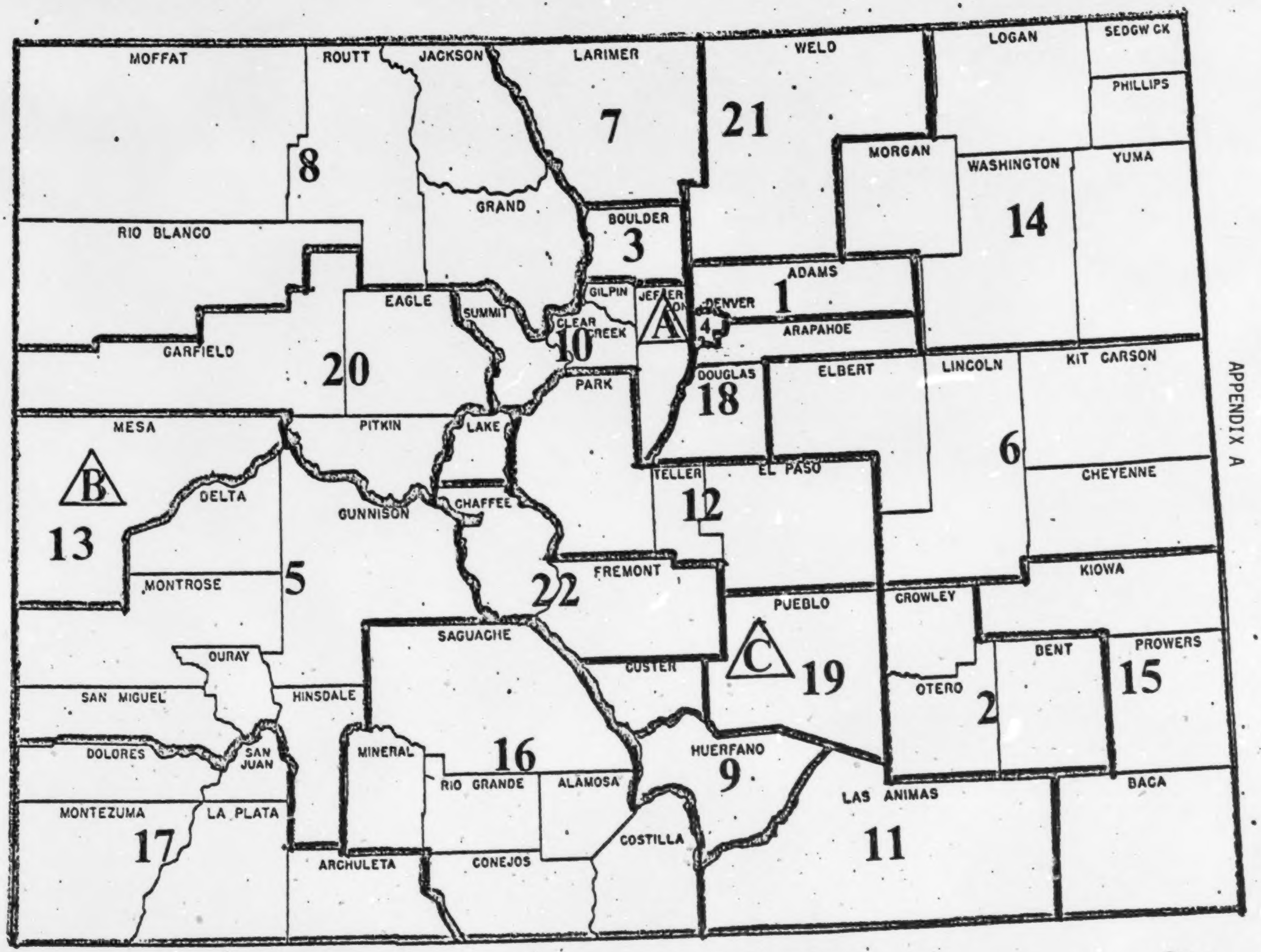
APPENDIX A

MAPS

APPENDIX A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GILPIN
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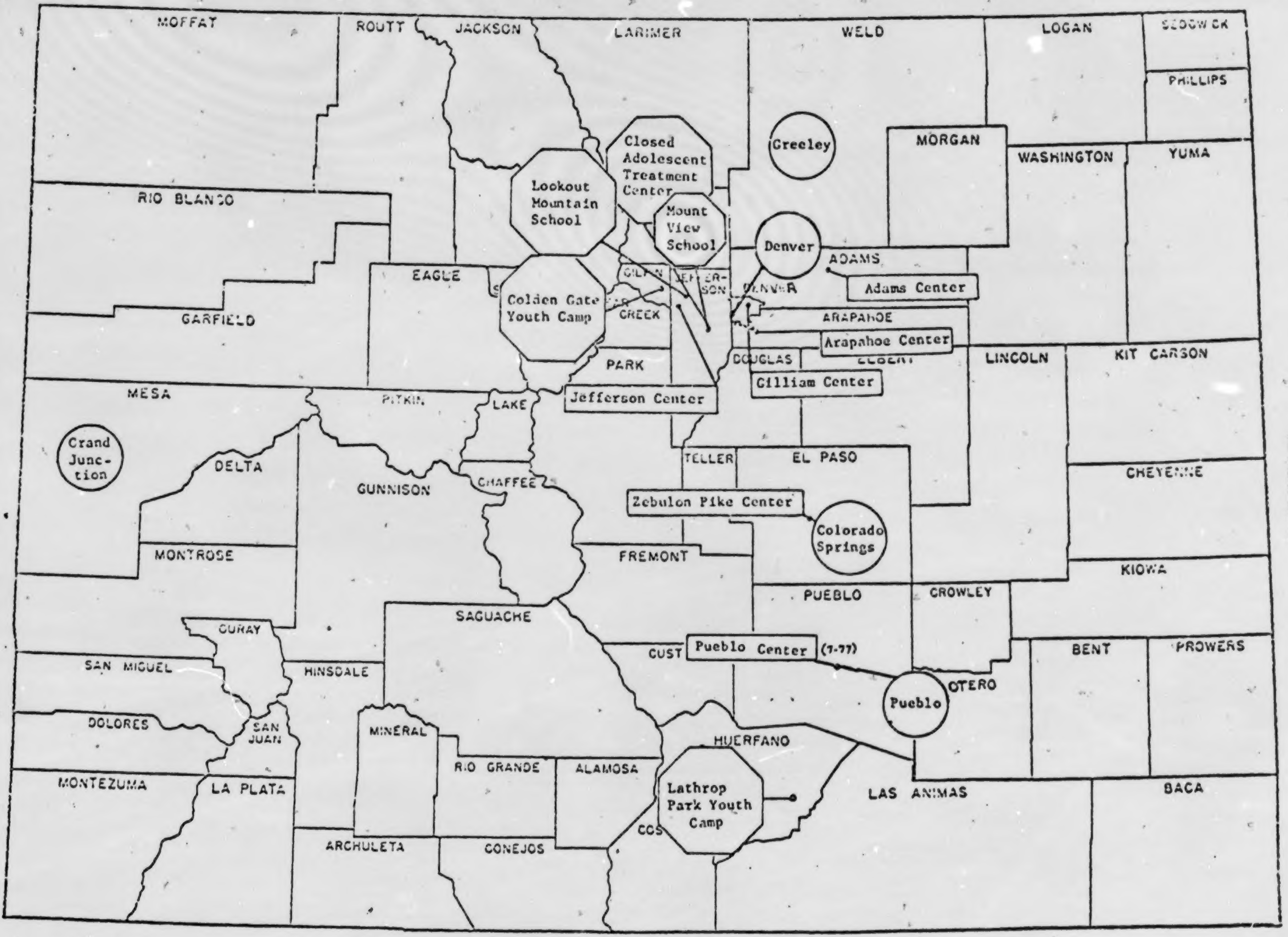
ARCHULETA
CONEJOS

217 DIVISION FOR DEVELOPMENTAL DISABILITIES SERVICE AREAS 218

APPENDIX A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RIO BLANCO
Lookout Mountain School
Mount View School
Denver
ADAMS
Adams Center
EAGLE
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DENVER
Golden Gate Youth Camp
CLEAR CREEK
ARAPAHOE
Arapahoe Center
GARFIELD
PARK
DOUGLAS
ELBERT
LINCOLN
KIT CARSON
Gilliam Center
Jefferson Center
MESA
PITKIN
LAKE
Grand Junction
DELTA
TELLER
EL PASO
CHEYENNE
GUNNISON
CHAFFEE
Zebulon Pike Center
Colorado Springs
MONTROSE
FREMONT
KIOWA
PUEBLO
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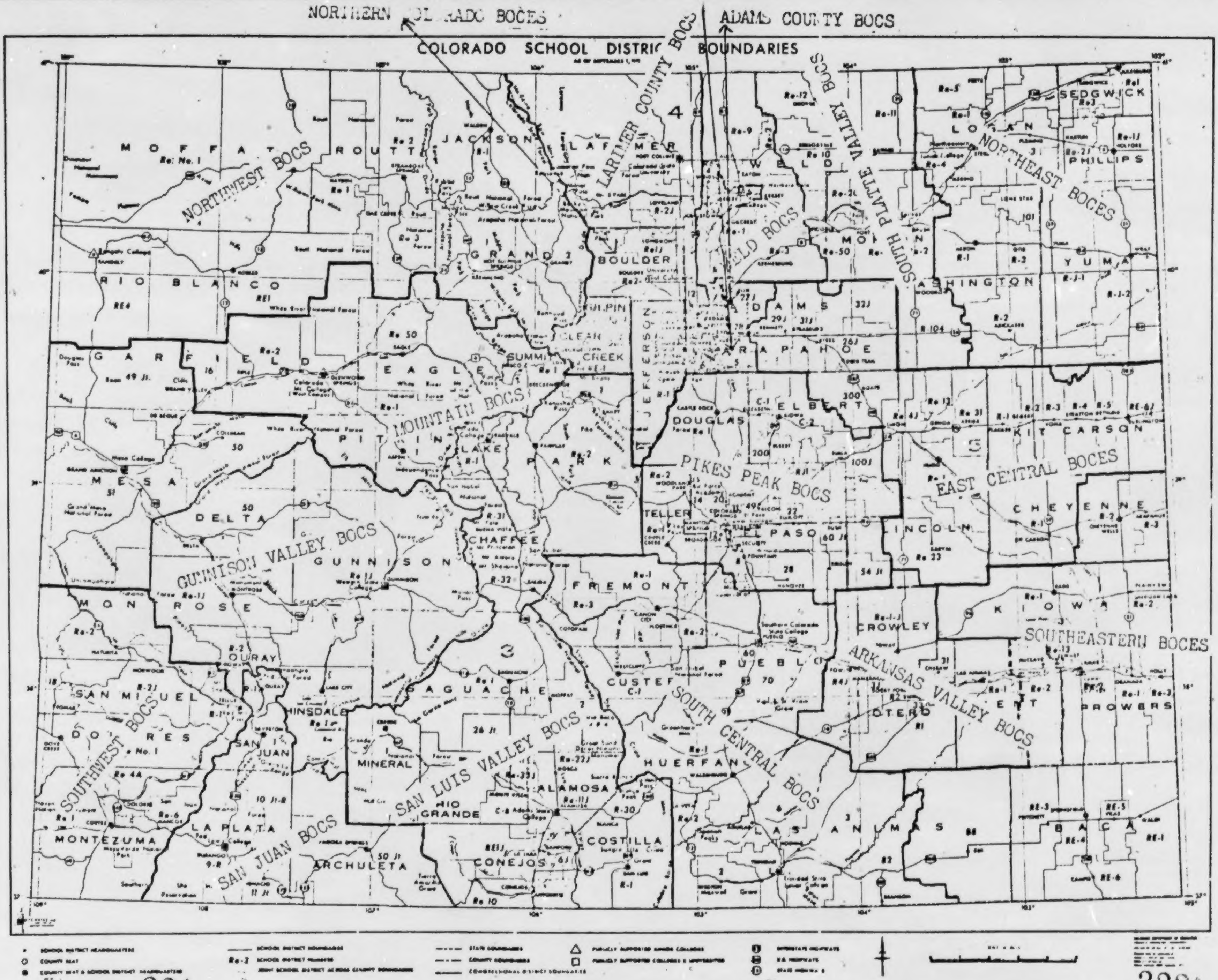
CONEJOS

☐ Regional Detention/Diagnostic Centers

⬡ Treatment Facilities for Committed Youth

○ Community Services Regional Offices



COLORADO SCHOOL DISTRICT BOUNDARIES

NORTHERN COLORADO BOCS
ADAMS COUNTY BOCS
LARIMER COUNTY BOCS
SOUTH PLATTE VALLEY BOCS
NORTHWEST BOCS
NORTHEAST BOCS
WELD BOCS
MOUNTAIN BOCS
PIKES PEAK BOCS
EAST CENTRAL BOCS
GUNNISON VALLEY BOCS
SOUTHEASTERN BOCS
ARKANSAS VALLEY BOCS
SOUTH CENTRAL BOCS
SAN LUIS VALLEY BOCS
SOUTHWEST BOCS
SAN JUAN BOCS
MOFFAT
ROUTT
JACKSON
LARIMER
WELD
LOGAN
SEDGWICK
PHILLIPS
RIO BLANCO
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BOULDER
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DOUGLAS
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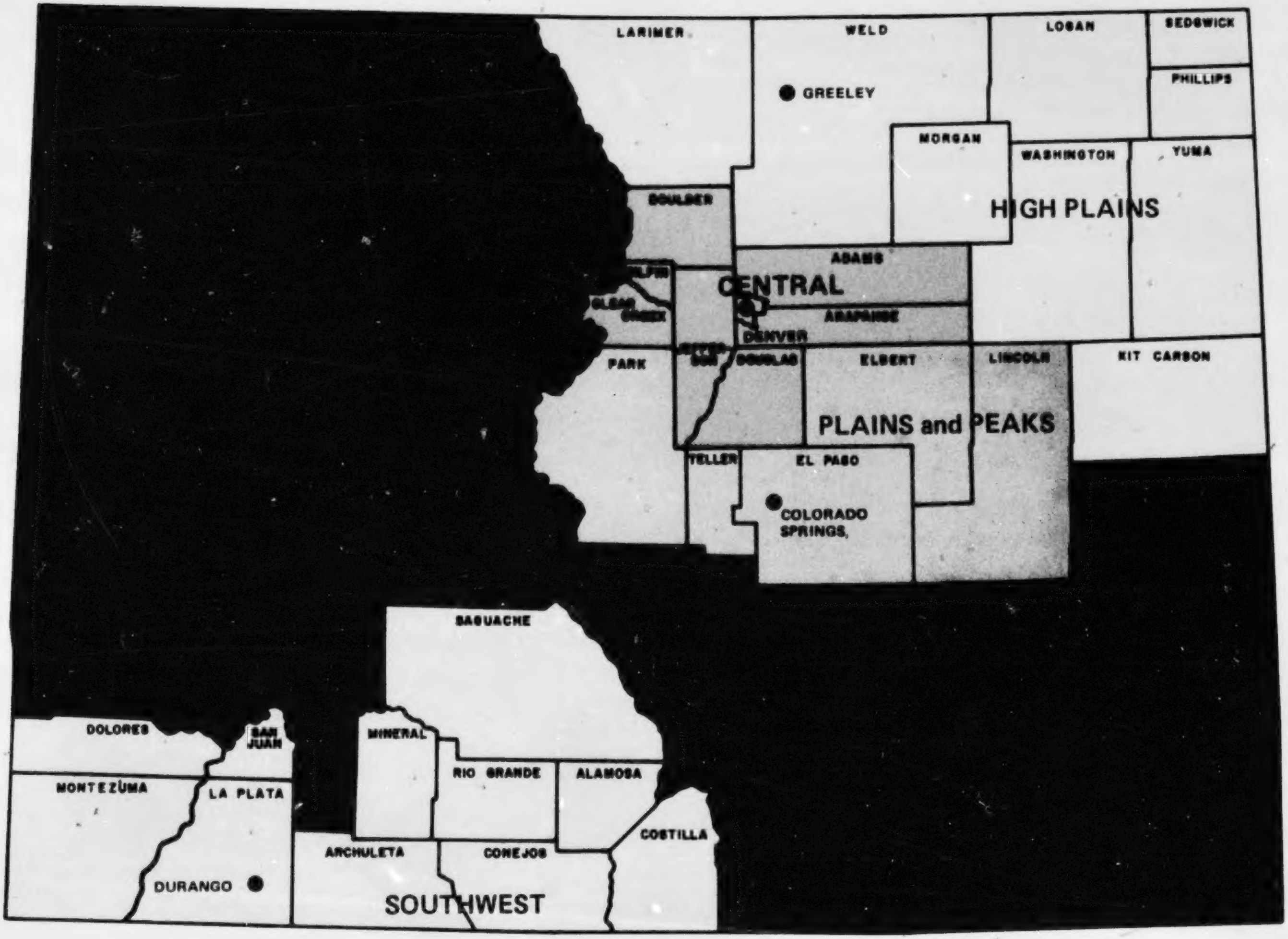
APPENDIX A

REGIONAL LIBRARY SYSTEMS AS DESIGNATED BY COLORADO STATE LIBRARY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DENVER
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PARK
DOUGLAS
ELBERT
LINCOLN
KIT CARSON
PLAINS and PEAKS
TELLER
EL PASO
COLORADO SPRINGS
SAGUACHE
DOLORES
SAN JUAN
MINERAL
MONTEZUMA
LA PLATA
RIO GRANDE
ALAMOSA
COSTILLA
ARCHULETA
CONEJOS
DURANGO
SOUTHWEST

▨ **Three Rivers System**

82,119	Population
20,445	Square Miles
10	Counties
17	Public Libraries
16	School Districts
0	State Institutions
4	Academic Libraries
3	Special Libraries

■ **Pathfinder System**

104,269	Population
12,790	Square Miles
7	Counties
9	Public Libraries
13	School Districts
2	State Institutions
4	Academic Libraries
3	Special Libraries

Southwest System

82,813	Population
14,738	Square Miles
11	Counties
13	Public Libraries
23	School Districts
1	State Institution
2	Academic Libraries
1	Special Library

High Plains System

292,226	Population
18,013	Square Miles
9	Counties
30	Public Libraries
40	School Districts
0	State Institutions
5	Academic Libraries
7	Special Libraries

□ **Central Colorado System**

1,450,946	Population
5,045	Square Miles
8	Counties
17	Public Libraries
23	School Districts
6	State Institutions
26	Academic Libraries
123	Special Libraries

□ **Plains and Peaks System**

299,135	Population
9,239	Square Miles
5	Counties
9	Public Libraries
27	School Districts
1	State Institution
5	Academic Libraries
12	Special Libraries

▨ **Arkansas Valley System**

245,297	Population
23,407	Square Miles
13	Counties
25	Public Libraries
39	School Districts
8	State Institutions
4	Academic Libraries
3	Special Libraries

COLORADO STATE LIBRARY
OCTOBER, 1974

- **SYSTEM HEADQUARTERS**
- **Grand Junction serves as Resource Center for the Pathfinder System**

APPENDIX B

INSTRUMENTS OF DATA COLLECTION

APPENDIX B

OPEN-ENDED QUESTIONNAIRE

Introductory Remarks: We will be sending out a questionnaire to determine certain facts about the library. Would you have any problems in reporting your budget, numbers of books and materials, services, circulation statistics and so on?

If you do not keep some of these records, would you be willing to keep them for a week and use them as an estimate?

1. Do you prepare an annual report?

2. Do you have a written materials selection policy?

3. Are there any other written or printed forms?

    a. Goals of the institution and services
    b. Cataloging manual
    c. Library information brochure
    d. Circulation record
    e. Reference record

4. In what areas do you feel confident that you are meeting the residents' needs?

5. In what areas do you feel there is room for improvement?

6. What factors, in your estimation, would contribute to this improvement?

APPENDIX B

7. Why do you feel that a library and library services are important in this institution?

8. Do you have any supportive data to confirm your beliefs?

9. To whom are you accountable for the quality of library services?

10. How do you personally go about evaluating the job you/your staff and/or the library is doing?

11. What is the most significant area of resident need that the agency serves here?

APPENDIX B

Institutional Library Services

Survey Questionnaire

I. Institutional Information

A. General

1. Name of Institution ______________________________

   Year Established __________

2. Name of Division or Unit Reporting __________________

   Year Established __________

3. Name of person in charge of Unit or Division __________

   ____

   No. of years in this position __________________

4. Name and title of person responsible for library or materials (books, audio-visual, etc.) services. (If A-V Services are separate, do not include name here.)

   ____

   No. of years in this position __________________

5. What are the goals and objectives of the institution in general and the Unit or Division specifically? (Please attach any written statements.)

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

6. What has been the per capita expenditure in the institution over the past three years?

1975-1976	1976-1977	1977-1978
$_______	$_______	$_______

7. What has been the per capita expenditure in the Division or Unit over the past three years? (Answer if appropriate for your situation, and include a copy of a budget summary, if available.)

1975-1976	1976-1977	1977-1978
$_______	$_______	$_______

B. Resident Characteristics

1. Age of residents:
   a. Range: Youngest _______ years Oldest _______ years
   b. Average age of total resident population: _______ years

2. Resident population:
   a. Average daily population: ______________
   b. Average length of stay: ____________________ (Please specify days, months, or years, as appropriate.)
   c. Range: Shortest period of time: __________ Longest: __________

3. Level of education completed by residents corresponding to public school grade levels:
   a. Range: Lowest grade: ______ Highest grade: ______
   b. Average grade completed: ______
   c. Unknown: ______________________________________
   d. Other (specify): ______________________________________

4. Does the institution have an educational program: Yes ___ No ___
   If yes, please complete the following:

Program	Number Enrolled	Percentage of Total Resident Population Represented
___ GED Preparation	________	________%
___ Training Programs	________	________%
___ Basic Education	________	________%
___ Academic Courses	________	________%
___ Vocational Education	________	________%
___ Other (specify) ____________________	________	________%
___ Other (specify) ____________________	________	________%

5. What are the basic goals and objectives of your educational program? (Attach a copy if one is available.)

____

____

____

____

____

____

____

C. Institutional Staff Characteristics

1. Number of staff employed in the institution during the reporting year:
   a. Professional: ____________
   b. Non-professional: ____________

2. Students in training who work in the institution (such as internships, residencies, apprenticeships, etc.):

Types	Number in Training during the Reporting Year
Nurses	________
Medical students	________
Occupational therapists	________
Social workers	________
Pastors	________
Teachers	________
Corrections students	________
Physical therapists	________
Librarians	________
Public administration students	________
Other (specify) ____________	________
Other (specify) ____________	________
Other (specify) ____________	________

3. Volunteers (not including residents):
   a. Do volunteers work in the institution? Yes ___ No ___
      If yes, complete b, c and d.
   b. Is there a volunteer orientation program: Yes ___ No ___
   c. Number of volunteers serving during the reporting year: ____________
   d. Average number of hours donated each month per volunteer: ____________

4. In-Service Training:
   a. Does the institution offer in-service training for staff:
      Yes ___ No ___
      If yes, complete b and c.
   b. How many clock hours of training are offered per year? ______
   c. How many institution staff members attend training sessions each year? ______________

II. Library Information

Answer the following information for your library services. Substitute classroom collections or reading areas for library service if more appropriate.

A. What are the goals of the library (or materials) services? (Attach a copy of any statement you have.)

____

____

____

____

____

____

B. Library Expenditures

1. What is the per capita expenditure for the population served in the library for the reporting year? Include all funds spent on materials exclusive of textbooks and for personnel and supplies. Do not include capital outlay items.

   $______________________

2. Please indicate dollar amounts spent over the past three years. Include personnel and materials on permanent loan from school districts and BOCES under "OTHER". Estimate the dollar value of books and other non-monetary gifts. Do not include textbooks in book count.

APPENDIX B

Expenditures

Library Fund	State	Federal	Gift	Other (Specify)	Total
Personnel					
1975-76					
1976-77					
1977-78					
Supplies					
1975-76					
1976-77					
1977-78					
Book Materials (Including paperbacks)					
1975-76					
1976-77					
1977-78					
Non-Book Materials (Including A-V, games, pamphlets, maps, etc.)					
1975-76					
1976-77					
1977-78					
Travel					
1975-76					
1976-77					
1977-78					
Capital Outlay					
1975-76					
1976-77					
1977-78					

C. Library Statistics

Please check the appropriate amount above the line in terms of the numbers of personnel, materials, and so on, in your library, reading-room area or classroom collections.

If you can provide the actual number for any of the items, please enter it above the line in place of a check mark.

1. Number of personnel involved in library (materials) services. (Include as part-time, personnel involved in other activities, such as teaching, secretarial work, and so on.)

One or More Prof. Librarian	Part-Time Prof. Librarian	Full-Time Para-Prof. or Other Professional	Part-Time Para-Prof.

2. Percentage of population served that can be seated in the library area.

More than 25%	15-25%	4-14%	Less than 4%

3. Numbers of books:

a. Reference titles, such as dictionaries, encyclopedia sets, atlases, etc. (Do not count volumes.)

0-20	21-49	50-100	Over 100

b. Periodical/newspaper titles

0-20	21-49	50-100	Over 100

c. Classified (organized) book collection--number of volumes. (Do not include paperbacks unless cataloged.)

0-499	500-1499	1500-4500	Over 4500

d. Paperback collection--number of volumes

0-499	500-1499	1500-4500	Over 4500

e. Other collections (specify)

0-499	500-1499	1500-4500	Over 4500

4. Numbers of Audio-Visual materials. (Include only those housed in the library or unit.)

   a. Sound/slide or filmstrip sets with sound

   ______ 0-24 ______ 25-99 ______ 100-299 ______ Over 300

   b. Separate recordings. (Include both disc and tape.)

   ______ 0-24 ______ 25-99 ______ 100-299 ______ Over 300

   c. Kits and games, including puzzles

   ______ 0-24 ______ 25-99 ______ 100-299 ______ Over 300

   d. Comics

   ______ 0-24 ______ 25-99 ______ 100-299 ______ Over 300

   e. 8mm and 16mm films. (Do not include those borrowed or housed in a separate facility in the institution.)

   ______ 0-24 ______ 25-99 ______ 100-299 ______ Over 300

   f. Pamphlets

   ______ Over 300 ______ 100-299 ______ 25-99 ______ 0-24

   g. Pictures, including study prints

   ______ Over 300 ______ 100-299 ______ 25-99 ______ 0-24

   h. Silent slide and filmstrip sets

   ______ Over 300 ______ 100-299 ______ 25-99 ______ 0-24

   i. Video tapes

   ______ Over 300 ______ 100-299 ______ 25-99 ______ 0-24

   j. Maps (unbound)

   ______ Over 300 ______ 100-299 ______ 25-99 ______ 0-24

k. Other (specify)

0-24 25-99 100-299 Over 300

l. Other (specify)

0-24 25-99 100-299 Over 300

m. Other (specify)

0-24 25-99 100-299 Over 300

5. Equipment. (Include only those items housed in the library or unit.)

a. Slide projectors

None 1-3 4-8 Over 8

b. Filmstrip projectors

None 1-3 4-8 Over 8

c. Video playback units

None 1-3 4-8 Over 8

d. Audio players (record and tape)

None 1-3 4-8 Over 8

e. Film projectors

None 1-3 4-8 Over 8

f. Microform viewers

None 1-3 4-8 Over 8

g. Slide and/or filmstrip viewers

Over 8 4-8 1-3 None

APPENDIX B

h. Typewriters

Over 8	4-8	1-3	None

i. Musical instruments/radios

Over 8	4-8	1-3	None

j. Teaching machines

Over 8	4-8	1-3	None

k. Other (specify)

Over 8	4-8	1-3	None

D. Access to the library or reading area. (Check the appropriate space.)

1. The library is located in:

Separate Central Location	Separate Room	Shared Quarters	Closet

(Specify: ______________________________)

2. The number of hours that the library is open per week:

0-20	21-46	47-70	Over 70

3. Days of the week that the library is open:

Weekdays, evenings and weekends	Weekdays/evenings	Weekdays/weekends	Weekdays only

4. Percentage of staff/residents who are allowed to use the library:

0-25%	26-50%	51-75%	76-100%

5. The collection is organized by: (If your collection varies, indicate over the line which percent of your materials are handled in any given way.)

Not organized	Size & format	General topic	Classified by Dewey or other

E. Selection of library materials

How are materials selected for the staff/residents? Check the items which apply to your situation. If there is a written selection policy for materials purchase, please include a copy of it with this survey.

1. Who is included in the selection process?

_____ Library staff

_____ Institutional staff

_____ Division staff

_____ Teachers

_____ State Library consultants

_____ Other (specify) ______________________________

2. What sources are used to aid selection?

_____ Bibliographies

_____ Review sources

_____ Publishers' catalogs

_____ Word-of-mouth

_____ Other (specify) ______________________________

APPENDIX B

ALTERNATE PAGE
FOR RESIDENT INSTITUTIONAL LIBRARY SERVICES

6. Residents who are restricted from coming to the library are able to use library materials:

_____	_____	_____	_____
Not at all	Infrequently	Sometimes	Frequently

7. If residents who are restricted from coming to the library are able to use library materials, how do they obtain them?

____

____

____

8. Residents can locate materials by:

_____	_____	_____	_____
Browsing	Printed lists	Card catalog	Catalog & Indexes

E. Selection of library materials

How are materials selected for the residents? Check the items which apply to your situation. If there is a written selection policy for materials purchase, please include a copy of it with this survey.

1. Who is included in the selection process?

_____ Library staff

_____ Institutional staff

_____ Residents

_____ Teachers

_____ State Library consultants

_____ Other (specify) ______________________________

2. What sources are used to aid selection?

_____ Bibliographies

_____ Review sources

_____ Publishers' catalogs

_____ Word-of-mouth

_____ Other (specify) ______________________________

7. How many 8mm or 16mm films are borrowed per year?

________	________	________	________
Over 750	500-750	250-499	0-249

8. Please indicate percentages based on where those films originated.

Percent Films Borrowed	
______	Within institution
______	State Library
______	Local public library
______	Other (specify) ______________________
______	Other (specify) ______________________

G. Have you been aware of the following grants and services? (Check as appropriate.)

1. YES	NO	
____	____	Library Services & Construction Act (LSCA)
____	____	Law Enforcement Assistance Administration (LEAA)
____	____	Elementary and Secondary Education Act (ESEA Title IV)
____	____	National Library of Medicine (NLM)
____	____	Right to Read Program/Reading is Fundamental (RIF)
		Colorado Regional Library Systems Services:
____	____	Reference and interlibrary loan
____	____	Consultant services
____	____	Continuing education activities
____	____	Books by mail
____	____	Data-base searching
____	____	Rotating collections of materials

2. Have you used these services? Yes ____ No ____

3. If yes, list the ones you found valuable.

____

____

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____

H. Please list by title only the personnel working part- or full-time in the library. Indicate how many hours a week this person works, other duties in the institution, if any, and education. List courses or continuing education received in the library field if degree is in some other area.

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I. Name of person who filled out this form and title:

____

Date: ____________________

APPENDIX B

INSTITUTIONAL AUDIO-VISUAL SERVICES

SURVEY QUESTIONNAIRE

A. General Information

1. Name of institution ______________________________

2. Correct designation for Audio-Visual Unit or Department

____

3. Name of person in charge of Audio-Visual services for the institution

____

4. Number of years in this position ______________________________

5. Is this a full-time position? Yes ______ No ______

6. If this is not a full-time position, what other duties/responsibilities does the director of A-V services have?

____

____

7. Number of years Audio-Visual services have been established as a separate function within the institution ______________________________

8. What are the goals and objectives of the Audio-Visual Unit? (Please attach any written statements.) ______________________________

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APPENDIX B

B. Audio-Visual Expenditures

1. What is the per capita expenditure for the population served in the institution for audio-visual materials? Include both residents and staff if both are served. Do not include supplies and capital outlay items.

   $____________________

2. Please indicate dollar amounts spent over the past three years. Estimate the value of gift materials.

Expenditures

Audio-Visual Fund	State	Federal	Gift	Other (Specify)	Total
Personnel					
1975-76					
1976-77					
1977-78					
Supplies					
1975-76					
1976-77					
1977-78					
Audio-Visual Materials					
1975-76					
1976-77					
1977-78					
Travel					
1975-76					
1976-77					
1977-78					
Capital Outlay (Equipment)					
1975-76					
1976-77					
1977-78					

C. Audio-Visual Statistics

Please check the appropriate statistic above the line in terms of number of personnel, materials and equipment. Do not include items which are housed in the library.

If you can provide the actual number for any of the items below, please enter it above the line in place of a check mark.

1. Number of personnel involved in audio-visual services. (Include as part-time, personnel involved in other activities, such as teaching, secretarial work, and so on.)

One or More Prof. Person	Part-Time Professional	Full-Time Para-Prof. or Other	Part-Time Para-Prof. or Other

2. Numbers of Audio-Visual materials

   a. Sound/slide or filmstrip sets with sound

0-24	25-99	100-299	Over 300

   b. Separate recordings. (Include both disc and tape.)

0-24	25-99	100-299	Over 300

   c. Kits and games, including puzzles

0-24	25-99	100-299	Over 300

   d. 8mm and 16mm films. (Do not include those borrowed.)

0-24	25-99	100-299	Over 300

   e. Pictures, including study prints

Over 300	100-299	25-99	0-24

   f. Silent slide and filmstrip sets

Over 300	100-299	25-99	0-24

   g. Video tapes

Over 300	100-299	25-99	0-24

h. Maps (unbound) and globes

Over 300	100-299	25-99	0-24

i. Models/Realia

0-24	25-99	100-299	Over 300

j. Other (specify) ______________________

0-24	25-99	100-299	Over 300

k. Other (specify) ______________________

0-24	25-99	100-299	Over 300

3. Equipment (Do not include items housed in the library.)

a. Slide projectors

None	1-5	6-12	Over 12

b. Filmstrip projectors

None	1-5	6-12	Over 12

c. Video playback units

None	1-5	6-12	Over 12

d. Audio players (record and tape)

None	1-5	6-12	Over 12

e. Film projectors

None	1-5	6-12	Over 12

f. Microform viewers

None	1-5	6-12	Over 12

g. Slide and/or filmstrip viewers

________	________	________	________
Over 12	6-12	1-5	None

h. Typewriters

________	________	________	________
Over 12	6-12	1-5	None

i. Musical instruments/radios

________	________	________	________
Over 12	6-12	1-5	None

j. Teaching machines

________	________	________	________
Over 12	6-12	1-5	None

k. Other (specify) ____________________

________	________	________	________
Over 12	6-12	1-5	None

D. Access to Audio-Visual services (Check the appropriate space.)

1. A-V services are located in:

________	________	________	________
Separate Central Location	Separate Room	Shared Quarters	Library

Other (specify) ____________________

2. The number of hours per week that Audio-Visual services are available:

________	________	________	________
0-20	21-46	47-70	Over 70

3. Days of the week that A-V services are available:

________	________	________	________
Weekdays, evenings and weekends	Weekdays/evenings	Weekdays/weekends	Weekdays only

4. The collection is organized by: (If your collection varies, indicate over the line which percent of your materials are handled in any given way.)

________	________	________	________
Not organized	Size & format	General topic	Classified by Dewey or other

APPENDIX B

E. Selection of Audio-Visual Materials

How are materials selected? Check the items which apply to your situation. If there is a written selection policy for materials purchase, please include a copy of it with this survey.

1. Who is included in the selection process?

______ Library staff

______ Institutional staff

______ Division staff

______ Teachers

______ State consultants

______ Other (specify) ____

2. What sources are used to aid selection?

______ Bibliographies

______ Review sources

______ Publishers' catalogs

______ Word-of-mouth

______ Other (specify)

3. Where and how are materials purchased?

______ Jobber

______ Local dealer store

______ Distributor/producer

______ Put out to bid

______ Ordered with pre-cataloging kits

F. Staff Use of Materials and Services (Check the appropriate space for the current year. If you have the actual number, please write it in above the line rather than the check mark.)

1. How many Audio-Visual materials are loaned to the staff per year?

____________	____________	____________	____________
0-999	1000-1999	2000-2999	Over 3000

2. How many Audio-Visual items (excluding films) were borrowed this last year from outside the institution?

________	________	________	________
Over 500	300-500	151-299	0-150

3. How many times do the staff receive aid in selecting Audio-Visual materials for use?

________	________	________	________
0-499	500-1499	1500-4500	Over 4500

4. How many 8mm or 16mm films and/or video tapes were borrowed?

________	________	________	________
Over 750	500-750	250-499	0-249

5. Please indicate percentages based on where those films/tapes originated.

Percentage of Films Borrowed

_____ Within institution

_____ State Library

_____ Local public library

_____ Other (specify) ____________________

_____ Other (specify) ____________________

G. Other Services

1. Is there any direct Audio-Visual service to residents of the institution?

Yes _____ No _____

2. If you checked "Yes", please explain how residents are served.

____

____

____

3. Please state what you feel are the major contributions of Audio-Visual services to the institution.

____

____

____

4. Do Audio-Visual services to the institution include the production of materials?

Yes ______ No ______

5. If you answered "Yes" to the above question, please explain in what way production services serve institutional needs.

____

____

____

____

6. What percentage of total staff time is spent in the following ways:

	Percentage of Time
Production of materials	______
Maintenance of equipment & materials	______
Materials selection and review	______
Materials distribution	______
Other	______
TOTAL	100%

H. Please list by title only the personnel working part or full time in Audio-Visual services. Indicate how many hours a week each person works, other duties in the institution, if any, and education. List courses or continuing education received in the Audio-Visual field if degree is in some other area.

____

____

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____

____

(If additional space is required, please attach additional pages.)

I. Name of person who filled out this form and title:

____

Date: ____________________

APPENDIX B

INSTITUTIONAL STAFF LIBRARY USER SURVEY

This questionnaire is intended to assist the State Library in the evaluation of institutional library services in the state. Your cooperation in filling it out is greatly appreciated.

Follow the directions for each item. Your honest opinion is the best answer. This information is confidential, and you should not sign your name.

1. Type of user: (Check one)

   Administrative ________ Professional ________ Support Staff ________

   Student/Intern ________ Other (specify) ________

2. How long have you been at: ____________________________________;
   (Fill in Institutional Name)

   Length of time ____________________

3. What percentage of your time is assigned to this institution? (Check one)

   One quarter __________ One half __________ Three quarters __________

   Full time __________

4. When was the last time you were in this institutional staff library? (Check one)

   Today _____ Within the previous 7 days ______ More than a week ago ______

   More than a month ago ______

5. How often do you use this institutional staff library?

   Daily: Once ___ Twice ___ Three times ___ More ___
   Weekly: Once ___ Twice ___ Three times ___ More ___
   Monthly: Once ___ Twice ___ Three times ___ More ___
   Quarterly: Once ___ Twice ___ Three times ___ More ___
   I do not use this library ___.

6. Please indicate the frequency with which you use the library to: (Circle the appropriate frequency.)

   a. To ready or study my own materials

      Very Often Often Seldom Never

   b. Consult library materials related to my work or research without checking them out of the library

      Very Often Often Seldom Never

c. Consult library materials on interests outside of my institutional work assignment

Never Seldom Often Very often

d. Check materials out of the library

Very often Often Seldom Never

e. Read newspapers and/or journals

Never Seldom Often Very often

f. Use reference materials, such as indexes, abstracts and the like

Very often Often Seldom Never

g. Use audio-visual materials, such as microforms, recordings, and so on

Never Seldom Often Very often

h. Assign materials of others to study

Very often Often Seldom Never

i. Request interlibrary loan or other bibliographical services

Never Seldom Often Very often

j. Other uses (specify) ____________________

Very often Often Seldom Never

7. Please indicate whether you agree or disagree with each of the following statements by circling one set of initials:

AS = Agree strongly; A = Agree; D = Disagree; DS = Disagree strongly

a. The building staff is consulted about library planning and programming and given an opportunity for input.

AS A D DS

b. There is easy and effective accessibility to the institutional library for all staff members.

AS A D DS

c. The materials and equipment in the library are organized and arranged for effective use.

AS A D DS

d. Materials and equipment in the library do NOT reflect the depth and variety in the selection necessary to support staff needs.

AS A D DS

e. There is NOT adequate library staff to carry on a sufficiently large variety of services.

AS A D DS

f. There is an adequate number of library materials to support the in-service training/educational program within the institution.

AS A D DS

g. There is NOT an adequate number of library materials to support the needs of residents/interns studying in a formal program outside the institution.

AS A D DS

8. Please evaluate the following services offered by the institutional staff library.

a. Having the materials I need to support job performance in the institution (Circle one)

Poor Fair Good Excellent

b. Hours of opening

Poor Fair Good Excellent

c. Location assistance: Answers to questions, "Where will I find . . . ."

Excellent Good Fair Poor

d. Availability assistance: Answers to questions, "Does the library have . . . "

Excellent Good Fair Poor

e. Guidance in the use of reference books

Excellent Good Fair Poor

f. Interlibrary loan services

Poor Fair Good Excellent

g. Guidance in the use of audio-visual equipment and materials

Poor Fair Good Excellent

h. Courtesy toward institutional staff

Excellent Good Fair Poor

i. Reference assistance: Answers to questions, "Where can I find information about . . . or the answer to . . . "

Poor Fair Good Excellent

j. Bibliographical assistance: Providing a list of sources on a specific topic.

Excellent Good Fair Poor

k. Availability of librarian, etc.

Excellent Good Fair Poor

9. In terms of your own personal use of library materials, please rate the institutional library collection as to sufficient numbers of: (Circle one)

a. Reference sources

Very adequate Adequate Less than adequate Inadequate

b. Other book sources

Very adequate Adequate Less than adequate Inadequate

c. Pamphlets

Very adequate Adequate Less than adequate Inadequate

d. Journals/newspapers

Very adequate Adequate Less than adequate Inadequate

e. Audio-visual equipment (Rate for availability with the institution)

Very adequate Adequate Less than adequate Inadequate

f. Audio-visual materials (Rate for availability with the institution)

Very adequate Adequate Less than adequate Inadequate

g. Other (specify) ______________________________

Very adequate Adequate Less than adequate Inadequate

10. Are audio-visual materials and equipment housed in the library in this institution?

Yes __________ No __________

11. If you answered No to the above question, please complete the following questions.

a. Do you have access to audio-visual materials through the library; that is, are they listed in the card catalog or in a separate file or listing available in the library?

Yes ________ No ________

b. If you answered No to the above question, please explain how you find out about available audio-visual resources in this institution.

____

____

____

c. Do you have access to audio-visual equipment through the library? For example, is equipment checked out to you through the library or scheduled for use in a specific area through the library?

Yes ________ No ________

d. If you answered No to the above question, please explain how you would make such arrangements.

____

____

____

e. Do you feel that the separation of audio-visual materials and equipment from library resources meets your needs?

Yes ________ No ________

f. Many libraries have integrated both print and non-print collections in one area. All materials are then processed in much the same way and, in many instances, circulated. Please comment on how you feel such an integrated collection would help or not help your informational/educational needs in this institution.

____

____

____

____

____

____

APPENDIX B

(RESIDENT) INSTITUTIONAL LIBRARY SURVEY

This questionnaire is intended to assist the State Library in evaluating and improving institutional library services in the state. Your cooperation in filling it out will be greatly appreciated.

Follow the directions for each item. Your honest opinion is the best answer. This information is confidential and you should not sign your name.

1. How long have you been at ____
   (Fill in Institutional Name)

   CHECK ONE ITEM:

   Just arrived this week. _______________

   Between two weeks and three months. _______________

   Between three months and one year. _______________

   More than a year. _______________

2. When was the last time you were in the institutional library or reading area?

   CHECK ONE ITEM:

   Today. _______________

   Within the last week. _______________

   More than a week ago. _______________

   More than a month ago. _______________

   Never. _______________

3. What time of day do you prefer to use the library? Please check three preferred times in the order of your preference for both weekdays and weekends. Most preferred time is number one (1). Second best is number two (2). Third choice is number three (3).

APPENDIX B

WEEKDAYS:		WEEKENDS:	
8:00 a.m. to 10:00 a.m.	_____	8:00 a.m. to 10:00 a.m.	_____
10:00 a.m. to 12:00 noon	_____	10:00 a.m. to 12:00 noon	_____
12:00 noon to 3:00 p.m.	_____	12:00 noon to 3:00 p.m.	_____
3:00 p.m. to 5:00 p.m.	_____	3:00 p.m. to 5:00 p.m.	_____
5:00 p.m. to 7:00 p.m.	_____	5:00 p.m. to 7:00 p.m.	_____
7:00 p.m. to 10:00 p.m.	_____	7:00 p.m. to 10:00 p.m.	_____

4. Please indicate how often you use the library or reading area to:

CIRCLE ONE ITEM FOR EACH LETTER

a. Study books on my own.

Very Often Often Seldom Never

b. Consult library materials for classroom assignments.

Very Often Often Seldom Never

c. Read for pleasure or to follow an interest of my own outside the classroom.

Very Often Often Seldom Never

d. Read newspapers.

Very Often Often Seldom Never

e. Read magazines.

Very Often Often Seldom Never

f. Use films, including slides and filmstrips.

Very Often Often Seldom Never

g. Listen to recordings.

Very Often Often Seldom Never

h. Other Uses ____
(Fill in)

Very Often Often Seldom Never

APPENDIX B

5. How would you rate the following services offered by the library?

CIRCLE ONE ITEM FOR EACH LETTER

a. Having books I like to read.

Excellent Good Fair Poor

b. Hours that the library or reading area is open.

Excellent Good Fair Poor

c. Having interesting things to do.

Excellent Good Fair Poor

d. Getting help when I need it from the library staff.

Excellent Good Fair Poor

e. Providing information for my own use.

Excellent Good Fair Poor

f. Providing information and materials for classroom assignments.

Excellent Good Fair Poor

6. The following statements represent some opinions about the library or reading room area. Please indicate whether you agree or disagree with each of statements as follows:

AS = Agree Strongly
A = Agree
D = Disagree
DS = Disagree Strongly

CIRCLE AS, A, D, or DS

a. I like to go to the institutional library or reading room area here.

AS A D DS

b. I don't use the library because I don't like to read.

AS A D DS

c. The library staff are friendly and courteous.

AS A D DS

d. I don't read very well. I would rather watch television.

AS A D DS

e. I don't know how to get permission to go to the library or reading room area.

AS A D DS

f. I wish the library had more A-V materials, such as games, recordings, films and the like.

AS A D DS

g. I would like to use the library more than I do now.

AS A D DS

h. I hate going to the library or reading room area here.

AS A D DS

7. The following list represents types of activities that libraries sometimes offer. Please check three preferred items in the order of your preference. Most preferred item is number one (1). Second best is number two (2). Third choice is number three (3).

a. Discussion groups ______
b. Film or television presentations ______
c. Poetry sessions (writing and reading) ______
d. Speakers ______
e. Arts and crafts instruction ______
f. Use of a typewriter ______
g. Use of/instruction in musical instruments ______
h. Listening to music groups ______
i. Story telling and puppet plays ______
j. Book reviews ______
k. Use of/instruction in games such as chess ______
l. Other (list)______________________ ______
m. Other (list)______________________ ______
n. Other (list)______________________ ______

THANK YOU.